



# **Review Framework for Annual and Periodic Monitoring**

**Purpose of this Document:** This framework sets out the Institute's approach to annual and periodic monitoring and review processes. It does this at module, programme and institutional levels, and sets out the role of monitoring and review in terms of the institutional commitment to continuous improvement and enhancement. It is supported by a series of reporting templates.

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**Document Control dates:**

Academic Board for consideration for approval: July 2024

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**Abbreviations:**

AB – Academic Board

BoT – Board of Trustees

EC – Education Committee

JSSC - Joint Staff-Student Committee

MAMR - Module Annual Monitoring Report

MI – The Metanoia Institute

MU – Middlesex University

NSS - National Student Survey

IAMR – Institutional Annual Monitoring Report

OfS – Office for Students

PAMR - Programme Annual Monitoring Report

PRES – Postgraduate Research Experience Survey

PTES - Postgraduate Taught Experience Survey

QAA -Quality Assurance Agency for Higher Education

## 1. Context

1.1 Annual and periodic monitoring and review are key Metanoia Institute quality assurance processes that operate alongside the in-depth quinquennial review<sup>1</sup> of academic programmes. These processes are deliberately aligned to external agency (statutory and regulatory, notably the Office for Students<sup>2</sup>) requirements to set<sup>3</sup> and maintain academic standards, provide a high-quality student experience and deliver the best possible student outcomes. Further, this QA activity reflects the principles and practices of the UK Quality Code for Higher Education ('the Quality Code')<sup>4</sup>.

## 2. Purpose

2.1 The purpose of both annual and periodic monitoring is to engage in evaluative processes of reflection to facilitate continuous improvement at module, programme and institutional levels, aligned with the requirements of the Office for Students' Regulatory Framework<sup>5</sup>. The processes of review are data informed. The analysis of both quantitative and qualitative data enables the identification of areas of strength and matters that require improvement and / or enhancement. Annual and periodic review contributes to identifying, where required, curriculum development opportunities to ensure the programmes are current, relevant and fit for purpose, meeting academic standards and feeding into wider mechanisms for enhancement reflected in the Institution's Enhancement Strategy (<link>). The report at programme level is a useful tool to: identify areas that may require additional resources; to ensure that students are receiving a high-quality experience across the learning journey; that local, regional, national and international stakeholders (including employers) can be assured of the security of academic standards; the relevance of quality of Metanoia's provision and to share effective practice across the Institute (and, potentially, beyond).

2.1.1 The focus of annual monitoring is to employ available data and feedback from students and other stakeholders on an on-going basis to inform planning and decision-making, support enhancement and mitigate risk; the process is supported by the quinquennial periodic programme review cycle; the purpose of the review process is to provide that holistic review, check and plan to establish the applicability of our policy framework and, at a programme level, revalidate a programme at the end of its validation period.

2.1.2 The structure of annual monitoring includes student reflection, data-evidence analysis, module-level and programme-level reflection and changes for the following academic year (in-year changes to programmes are not permitted). Annual monitoring includes a reflective evaluation at institutional level.

2.1.3 At the programme level, the review approach is a reflection of past performance and assessment of feedback through annual monitoring data gathering and evaluation that allows the Institute to judge the

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<sup>1</sup> The normal period of validation is five years, six years by exception.

<sup>2</sup> The Institute is an HEI listed on the OfS's Register of Higher Education Providers in England.

<sup>3</sup> As the validating body, Middlesex University sets the academic standards for MU-validated programmes within the portfolio of MI provision.

<sup>4</sup> The Quality Code remains 'a key reference point for the quality arrangements in Scotland, Wales, and Northern Ireland. In England, the Quality Code is not regulatory, but providers are able to use it to inform their approach to quality, as a way of providing comparability across the UK and to aid international visibility.' <https://www.qaa.ac.uk/the-quality-code>

<sup>5</sup> [OfS Regulatory Framework](#)

following core competencies:

- evidence to confirm the security of the academic standards of its programmes of study;
- the quality of students' learning opportunities and experience;
- effective and fruitful discussion and debate about module and programme performance within an outcomes-based framework;
- identification of strengths and weaknesses in all areas of its academic-related endeavours;
- identification and dissemination of good practice across the Institute;
- confirmation and strengthening of accountability;
- identification of risk and recognition of the collective responsibility to mitigate that risk;
- timely and informed action to enhance the programmes of study;
- detailed reflection- and data-informed planning at programme and strategic levels; and
- provision of the information necessary to make the required assurances to the Office for Students through cyclical submissions to the relevant statutory and regulatory bodies.

### 3. Applicability and Scope

- 3.1 This framework document applies to the University validated, joint and non-credit bearing programmes developed, approved and delivered by Metanoia Institute.
- 3.2 The document sets out the multi-level scrutiny and governance arrangements in relation to the processes for the annual and periodic monitoring of modules, programmes and the institution itself. In addition, it posits the value of a *thematic* approach to review; that is, an in-depth focus at both annual and periodic review on one or more areas identified as critical for ensuring the continued security of academic standards and the maintenance and enhancement of quality. It covers responsibilities, operation of the process, timelines, guidance and associated templates.

### 4. Principles

- 4.1 Metanoia's Annual and Periodic Monitoring and Review process is designed to deliver against the following core principles at all stages and levels of monitoring and review:
- enable continuous improvement and enhancement at module, programme and institutional levels and in the quality of the student experience at all levels, across all provision;
  - identify areas of effective practice for dissemination and areas requiring improvement;
  - ensure that Metanoia students and the taxpayer (through government-subsidised student loan funding) receive value for money<sup>6</sup>;
  - identify and mitigate against risk; and
  - ensure open and critical discussion about programme performance among relevant stakeholders.

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<sup>6</sup> This principle echoes and is aligned to the OfS's Value for Money Strategy: <https://www.officeforstudents.org.uk/publications/value-for-money-strategy/>

## 5. Review Structure

5.1. The monitoring and review process consists of three elements:

- **Three-level Annual Review:** this includes a reflective and evaluative review at both module and programme levels at the end of each academic cycle, with a view to identifying a series of recommendations for improvement and / or enhancement as demonstrated through the appropriate level review and action-planning process. In addition, annual review is conducted at an institutional level, with the production of an MI Annual Monitoring Report. See diagram below, which includes department-level reporting<sup>7</sup>. This diagram features indications of the key sources of data and information for reporting at these levels but these are not exhaustive<sup>8</sup>.
- **Periodic Review:** the review and revalidation of a programme normally at the end of its full validation period but potentially prior to that following a risk-based assessment or proposed significant changes to the provision. This process provides an opportunity for enhancement, in part informed by annual review outcomes. The normal cycle of periodic programme review is five-yearly (quinquennial).
- **Thematic Continuous Improvement Review (from 2024/25):** a thematic approach, where specific themes will be identified for an in-depth review over a rolling five-year period. Chosen themes will be influenced by institutional processes and external agency interests and concerns, which include, but are not limited to, the Office for Students and the subject-relevant professional bodies.

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<sup>7</sup> Departmental-level reporting: programme-level reviews will be collated into a larger departmental reflective report from 2024-25 reporting (in late 2025), one for undergraduate (UG) provision, one for postgraduate (PGT) and a third for PG research-based programmes (PGR). These three reports will form a key aspect of institutional review. See diagram below.

<sup>8</sup> Other matters that will feed into reflection and evaluation include matters such as resourcing for learning and teaching, appropriate learning and teaching spaces, student academic support and wellbeing, and staffing matters.

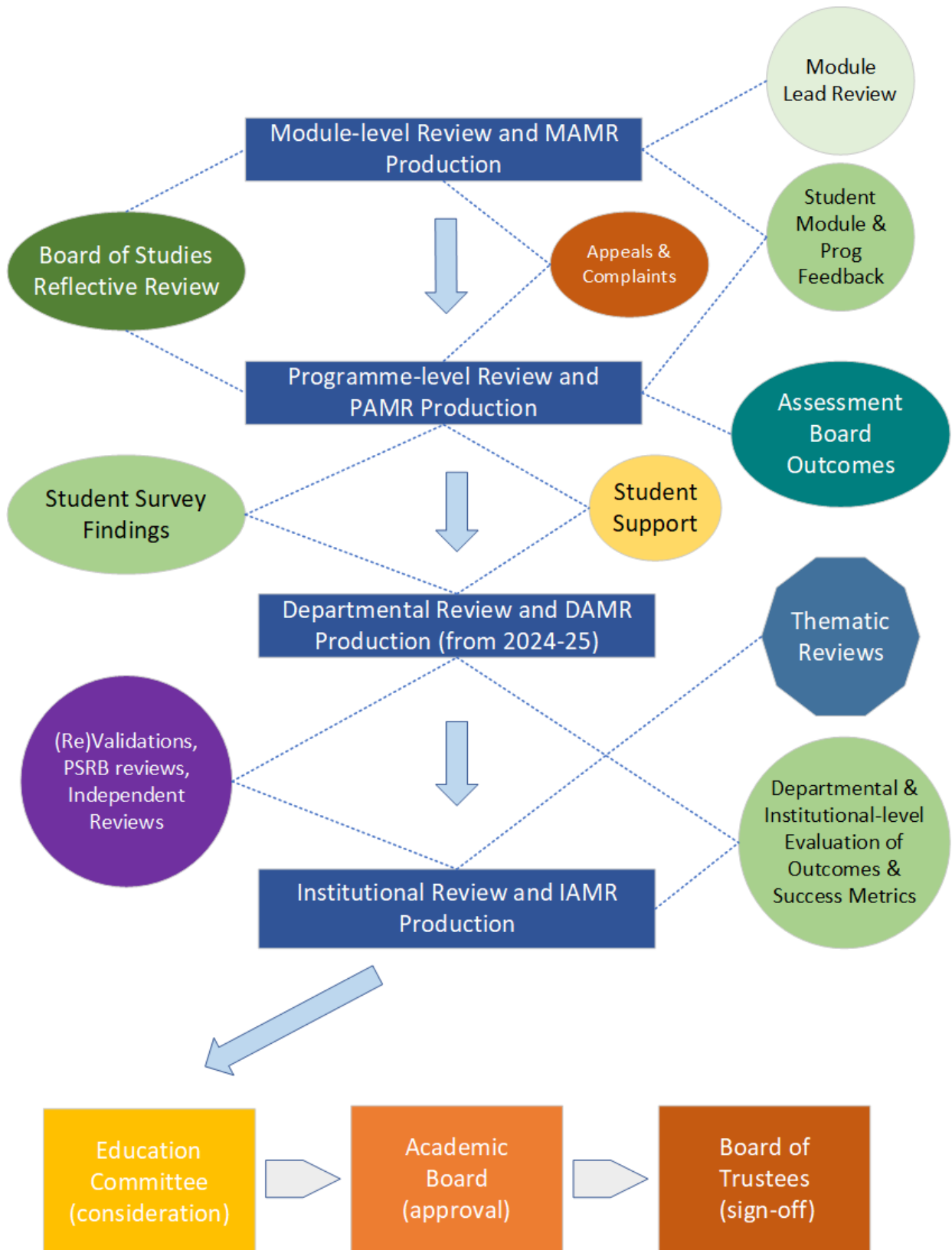


Figure 1: Annual Monitoring and Review Levels, Data/Information Sources and Approval Route

## 6. Module-level annual monitoring activities and responsibilities

### 6.1 Overview

- The Module AMR (MAMR) is produced by the Module Leader.
- The review is informed by relevant data sets produced by Registry, comments provided by the module team and student feedback mechanisms at a module level.
- The MAMR is expected to be largely a record of the outcomes from discussion at a course level.
- The review should be reflective and self-critical and conclude with SMART<sup>9</sup> actions for implementation to an appropriate timescale.

### 6.2 Schedule of Process

Date	Activity	Lead
July	The MAMR template and data sets (interim/provisional results) circulated to the Head of Programme for distribution to the Module Leader.	Registry and Academic Services
July/August	The completed MAMR is peer reviewed.	Module Leader
August	The MAMR receives approval from the Head of Programme.	Module Leader/Head of Programme
September	The content of the MAMR feeds into the overarching programme-level AMR (PAMR).	Head of Programme
October/November	MAMR to be presented at the relevant Board of Studies.	Module Leader

### 6.3 Module Course Boards of Study and Assessment Boards

- Module Boards (or joint Module/Assessment Boards) held throughout the academic year at a departmental level (UG, PGT and PGR) are responsible for considering each module's delivery, performance and feedback.
- It is the Head of Programme's responsibility to ensure that module monitoring takes place.
- It is the Module Leader's responsibility at the Module Board (or joint Module/Assessment Board) to be fully prepared for module monitoring discussions around their modules' performance and delivery in relation to student feedback, external scrutiny and information from any relevant periodic or professional body reports, in addition to the statistical data set on the module performance.

## Review Framework for Annual and Periodic Monitoring

Module	Action required
Success rates	Module leader to provide analysis/commentary and identify actions where required/appropriate.
Student evaluation response rate	Module leaders to provide analysis/commentary on feedback and identify appropriate actions.

6.3.1 A Module Board record will be kept by Registry, noting:

- Module performance and feedback.
- External examiners' comments (where present or through the reporting proforma).
- Modules requiring module review and action plans.
- Examples of good / effective practice identified.

6.3.2 Module Action Plans are required to be monitored by the Head of Programmes, who will provide an annual overarching progress report.

### 7. Programme annual monitoring activities and responsibilities:

#### 7.1 Overview

- The Programme AMR (PAMR) is produced by the Programme Lead.
- The review is a reflective approach informed by relevant data sets produced by Registry, comments provided by the academic team and student feedback mechanisms.
- The review should be reflective and self-critical and should conclude with SMART<sup>10</sup> actions for implementation to an appropriate timescale.

#### 7.2 Schedule of Process

Date	Activity	Lead
June/July/Sept	Receive External Examiners' annual reports and responses (interim reports if expected in September)	Quality
July	PAMR template provided to Head of Programme for completion	Quality
September	Student survey results issued: <ul style="list-style-type: none"> <li>• In-house surveys</li> <li>• NSS</li> <li>• PTES</li> <li>• PRES</li> </ul>	Marketing and Communications (Marcoms) team
September	Data sets circulated to Head of Programme	Registry

<sup>10</sup> Setting Goals and Developing Specific, Measurable, Achievable, Relevant, and Time-bound Objectives

## Review Framework for Annual and Periodic Monitoring

October	Completed PAMRs signed off by Director of Education as fit for purpose	Head of Programme
November	PAMR presented to the Board of Studies	Head of Programme
November	The completed PAMRs (incorporating action planning) to be presented to the Education and JSSC Committees for information and discussion	Registry and Academic Services
November	The Head of Programme to receive an invitation to attend Education Committee to present their PAMR prior to its submission to Academic Board <sup>11</sup>	EC Secretary
December	Preparation of the overarching Education Monitoring and Enhancement Report (EMER) for submission to Academic Board for sign-off for submission to Middlesex University	Registry and Academic Services
October, January, April and June	Monitoring of the Programme Annual Monitoring Report (PAMR) action plans through Education Committee and Academic Board	EC Secretary/ Registry and Academic Services
Quinquennial periodic review of programme	The Programme Annual Monitoring Report feeds into the periodic review process of programmes	Head of Programme/Quality

### 7.3 Programme Stage

- This stage of the process enables programme teaching teams and Institute member representatives to consider collectively a range of evidence relating to the performance of programmes within an outcomes-based framework of assessment and evaluation.
- Rather than being primarily retrospective once a year, the focus of the process is to use available data on an ongoing basis. This will help to inform planning, support enhancement and mitigate against risk throughout the academic year and enables a greater focus on the student lifecycle from enquiry and application through to graduation.
- The student perspective is crucial and incorporated into the process via a number of mechanisms, including module and programme feedback, Metanoia module and programme surveys, NSS, PTES, PRES, Board of Studies and any other community of learning and training forums. The Institute's Student Engagement Policy ([<link>](#)), which supports the Institution's Enhancement Strategy ([<link>](#)), sets out the range of opportunities for individual and collective student feedback via representation and

<sup>11</sup> From 2024-25 reporting, the Department-level AMR will go to Academic Board, rather than the full set of PAMRs.

active participation in the academic governance structure.

- The Head of Programme must involve the academic team in critical and solution-focused discussions on programme delivery and performance before the drafting of the PAMR.
- The Head of Programme should reflect deeply on the data sets, identifying themes arising and actions to be implemented to help enhance the programme or to rectify any problems and mitigate risk.
- The data sets should be contextualised by comparing the data to previous years where it is possible to identify any trends.
- The data sets should also be analysed in terms of the Institute's Access and Participation Statement ([<link>](#)) and associated actions/priorities in relation to widening and facilitating learner access and participation within the Metanoia context.
- The review should be reflective and self-critical and conclude with SMART actions for implementation to an appropriate timescale.
- The Director of Education will be asked to approve each PAMR (for 2023-24 reporting) as fit for submission to Education Committee. The Programme Lead will be invited to present the PAMR to the Committee. From 2024-25 reporting, the DAMR will be approved by the DoE following sign-off from the Department Head for submission to EC for consideration.
- Academic Board will receive the PAMRs and DAMR (from 2024-25 reporting) following EC consultation for consideration for approval to submit to Board of Trustees (BoT) for sign-off.
- Annual monitoring action plans will be monitored through the governance system by the EC, the action plans will be presented to the EC for monitoring purposes in Quarter 3 ( April) and 4 (June).

## 8.0 INSTITUTIONAL REVIEW AND REPORT (IAMR)

8.1 Annual Monitoring and Review at the institutional level operates through:

- a. Departmental-level consideration of the draft report;
- b. Education Committee submission (for information and consultation); and
- c. Academic Board (for consideration for report approval for requesting BoT sign-off and approving any recommendations for implementation).

8.2 Education Committee (EC)

8.2.1 A reflective and evaluative report drafted from the following evidence base will be considered in the first instance by EC:

- Programme-level AMRs (PAMRs)
- Central Admissions Report(s)
- Marketing and Recruitment Report(s)
- Student Outcomes (Progression, Completion and Grades) data
- External Examiner Reports and reflective responses
- Approval & Review of Academic Provision Reports (including PSRB and any Commissioned Independent Reports)
- Programme and Module Action Plans
- Institutional Academic Action Plan
- NSS-response Action Plan

8.2.2 Education Committee will receive the institutional report complete with relevant evidential data sets for consideration.

8.2.3 The Programme Leader (or nominee) will present their report summary to EC and receive feedback/questions from the Committee.

8.2.4 Based on consideration of the evidence base, EC will:

- Assess whether or not the evidence presented confirms that academic standards remain secure, and quality has been maintained and enhanced.
- Confirm that annual monitoring has been undertaken with due process.
- Identify any themes and issues that need addressing across the Institute.

8.2.5 Following Education Committee consideration, the report and committee minutes will be presented to Academic Board for consideration at the first meeting immediately scheduled after Education Committee.

### 8.3 Academic Board Meeting

8.3.1 Academic Board will receive the IAMR and determine whether it is appropriate to submit to the Board of Trustees with a request for institutional sign-off.

### 8.4 Executive Meeting

8.4.1 The IAMR, to be presented to the Executive for information, additionally highlighting any recommendations that have financial or operational implications that the IAMR process recommends.

### 8.5 Board of Trustees

8.5.1 To ensure there are appropriate checks and balances in the system to ensure that Academic Board and the Board of Trustees are expediting their duties appropriately, particularly if related to institutional risk, reputation or strategy

### 8.6 Key themes and actions identified.

8.6.1 The key themes and actions resulting from the annual monitoring process will be added to the Institute's Academic Action Plan.

## 9. Monitoring and Communication

9.1 Action Plans will receive ongoing monitoring and review.

9.1.1 Actions Plans will be monitored during the year as follows:

Action Plan arising from:	Monitored by:
Module Action Plans	Head of Programme
Approval & Review of Academic Provision	Education Committee
Programme Action Plans	Education Committee
External Examiners	Education Committee
Student Casework	Education Committee

## 10. Thematic Continuous Improvement Review (implementation from academic year 2024/25 evaluative review):

10.1 Continuous improvement is a data-informed and evidence-based process that is reflective of a thematic approach, where themes will be identified through the operation of academic governance and oversight (and agreed through Academic Board and the

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BoT), over a rolling five-year period. The themes will be influenced by institutional processes and external agency priorities and concerns that include, but are not limited to, the Office for Students and the relevant subject-area professional bodies. Examples of thematic focuses that will feature in an approved schedule of continuous improvement reviews, may include:

- Appeals and Complaints
- HESA Data and MI Student Demographics
- Constructive Alignment and Assessment Practice
- Institutional Academic Approval Processes
- Entry Requirements and Learning Gain

10.2 A draft five-year calendar detailing up to three areas of focus per year will be produced by the Registry and Academic Services team in consultation with the Director of Education and the CEO and circulated to relevant teams for consideration. The themes are not limited to programme areas; they will span across the areas of the organisation.

10.2 Education Committee will consider a proposed list and schedule of reviews and submit that to Academic Board for consideration for approval (and onward to the BoT for sign-off).

10.4 Following approval of the themes and schedule, the review will be conducted in the spring term. A review panel, comprising a membership relevant to the area of focus, will be formed to scrutinise the evidence produced by the subject / area team, which will have the opportunity to detail current practice and evaluate effectiveness (a self-evaluation).

10.4 The review events will be included within the Institute's Academic Calendar.

10.5 Academic Board will be asked to agree the themes in any given cycle.

10.6 Registry and Academic Services will lead the scheduling and administration of the events and the forming of the panel and provide guidance on the process and documentation requirements.

**APPENDIX 1**

**Annual Monitoring Templates for all Metanoia and Middlesex  
validated programmes**



**Metanoia Institute**  
**Module Annual Monitoring Report for all Modules (MAMR)**  
**[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's and external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the institutional academic governance structure's operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge. This is true, too, of the Institutional-level AMR, which is informed by the findings of the annual monitoring conducted at module and programme levels.

### **Module Annual Monitoring Report template**

**All sections of the report must be completed and signed off by the Head of Programme by the 31<sup>st</sup> of August.**

**The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 02<sup>nd</sup> September.**

(Cut and paste the template out of the Framework document into a single document for submission)

#### **Section 1.**

<b>Programme Title</b>	
<b>Module Title &amp; Level of Study</b>	
<b>Number of students registered this academic year</b>	
<b>Module Leader</b>	
<b>Date of Report Submission</b>	
<b>Date of Approval by Board of Studies</b>	
<b>Date of Approval by Head of Programme</b>	

#### **Section 2.**

<p><b>Provide detail of PSRB or Module modification activities for this year or forthcoming activity for the next academic year</b> (provide copies of PSRB outcome report as part of the submission)</p>
<p>Provide a summary of outcomes for PRSB monitoring and modification events.</p> <ul style="list-style-type: none"> <li>• Commentary: Provide a summary of outcomes for PRSB monitoring and modification events.</li> <li>• Type of activity;</li> <li>• Outcome, condition(s) and recommendation(s)</li> <li>• Commendation(s);</li> <li>• Deadline for condition(s) to be met or if the process is complete, please state “all condition(s)/recommendation(s) have been met;” and</li> <li>• Implementation date.</li> </ul>

Commentary:

**Section 3. Previous year's Action(s)**

Identified Action	Measurable outcome(s) in terms of evidence and data	Lead	Progress update

**Section 4.**

<b>Student Completion/Awards %</b>			
<b>Note in % the number of pass/fail and provide analysis of the data / trends</b>			
<b>Cohort</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
<b>Pass</b>			
<b>Fail</b>			
<p><b>Analysis of data</b> (provide the data as requested above and provide a analysis summary based on the data )</p> <p>Areas to consider:</p> <ul style="list-style-type: none"> <li>• Student success rates, with longitudinal assessment of rates and any identifiable trends</li> <li>• Any fails and analysis of these (fully anonymised)</li> <li>• Student demographics in relation to successes and fails (where applicable)</li> </ul>			
Commentary:			

**Section 5.**

<b>Please provide a record of, and comments (reflections) on, notable areas of identified good and / or effective practice and any concerns, to include:</b>
<i>Analysis of the content and delivery of the module.</i>
Commentary:
<i>An evaluation of the effect of any changes made to the module either as a result of comments from External Examiners or reports from previous years.</i>
Commentary:
<i>Analysis of the assessment of the security of academic standards at a module level (citing evidence as appropriate)</i>
Commentary:

**Section 6.**

<b>Number of online student feedback responses</b> (response rate in %)	
Provide themes arising from the student feedback and provide detail of action taken in response to the feedback.	
Commentary:	

**Section 7. New Actions(s)**

<b>New Action(s) 2024-25 from Reflections on and Analysis of Data and Information Sets</b>				
<b>Identify actions from the above report and consider how each action is measurable in terms of data and student feedback</b>				
<b>Identified action(s)</b>	<b>List action to take</b>	<b>Measurable outcome(s) in terms of evidence and data</b>	<b>Lead Person</b>	<b>Expected date for completion</b>

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**Section 8.**

<b>Appendices</b>
<i>List appendices (if applicable)</i>
List:



**Metanoia Institute  
Programme Annual Monitoring Report  
for Metanoia validated programmes (non-University-  
validated programmes)**

**[Academic Year]**

## **Metanoia Validated programmes Programme Annual Monitoring Report**

**All sections must be completed with data and analysis and signed off by the Associate Director by the 01<sup>st</sup> October.**

**The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 02<sup>nd</sup> October.**

(Cut and paste the template out of the Framework document into a single document for submission)

### **Annual Monitoring Purpose Statement**

Central to both the Institute's and external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the institutional academic governance structure's operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge. This is true, too, of the Institutional-level AMR, which is informed by the findings of the annual monitoring conducted at module and programme levels.



**Section 1.**

<b>Programme Title:</b>	
<b>Level of Study:</b>	
<b>Programme Leader:</b>	
<b>Date of Report Submission:</b>	
<b>Associate Director sign off Signature:</b>	

**Section 2.**

<b>Please confirm all documents appended to the report</b>	
MI data sets provided by Registry	<input type="checkbox"/>
Board of Study minutes	<input type="checkbox"/>
Survey outcomes (provide a summary of outcomes and not a spread sheet)	<input type="checkbox"/>
Other:	<input type="checkbox"/>

**Section 3.**

<b>Provide detail of PSRB or Module/Programme modification or validation activities for this year or forthcoming activity for the next academic year</b> (provide copies of PSRB reporting outcomes with the submission of the report)
Provide a summary of outcomes for PRSB monitoring and modification events. <ul style="list-style-type: none"> <li>• Commentary: Provide a summary of outcomes for PRSB monitoring and modification events.</li> <li>• Type of activity;</li> <li>• Outcome, condition(s) and recommendation(s)</li> <li>• Commendation(s);</li> <li>• Deadline for condition(s) to be met or if the process is complete, please state “all condition(s)/recommendation(s) have been met;” and</li> <li>• Implementation date.</li> </ul>
Commentary:

**Section 4. Previous year’s Action(s)**

<b>Actions From previous year</b>	<b>Measurable Outcome in terms of evidence and data</b>	<b>Lead</b>	<b>Progress update</b>

**Section 5.**

<b>Recruitment Data</b> (present in % format)			
<b>Cohort</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Target no			
Enrolled			
Retention rates (% completed)			
<b>Provide an analysis of data</b>			
Provide a commentary on trends in admissions to the programme over the last three years, including (where available) a comparative analysis of numbers and by age, gender identity, ethnicity, other protected characteristics (where known) and highest entry qualification, including articulation arrangements and offer/acceptance conversion.			
Commentary:			

**Section 6.**

<b>Student Completion / Awards %</b>			
<b>Note in % the number of pass/fail and provide analysis of the data / trends</b>			
<b>Cohort</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
Pass			
Fail			
<b>Analysis of data</b>			
Consider:			
<ul style="list-style-type: none"> <li>• Student success rates, with longitudinal assessment of rates and any identifiable trends</li> <li>• Any fails and analysis of these (fully anonymised)</li> <li>• Student demographics in relation to successes and fails (where applicable)</li> </ul>			
Commentary:			

**Section 7.**

<b>Students progressing on to higher-level studies or Employment</b>			
<b>In % note how many students progress onto Metanoia HE programmes, further study elsewhere or employment (this information is important to learn the student journey informing future programme development)</b>			
<b>Cohort</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
MI programmes			
Dip/BSc: Humanistic Counselling			
Dip/BSc: Person-Centred Pluralistic Counselling			
Dip/MSc: Integrative Psychotherapy			
Dip/MSc Person-Centred and Application Psychotherapy			
Dip/MSc Transactional Analysis Psychotherapy			
Dip/MSc Gestalt Psychotherapy			
Dip/MSc Humanistic Psychotherapy			
External HE programmes			
Employment/Other			

**Section 8. Programme review and evaluation**

**Analysis of assessment of learning and teaching methods and delivery and assessment matters, including formative assessment.**

Commentary:

**Provide details of new development that does not require approval through internal validation introduced or proposed in relation to the programme's curriculum**

Commentary:

**Provide detail of the assessment of the security of academic standards at a programme level (citing evidence as appropriate)**

Commentary:

**Learning resources (physical and virtual) - assess appropriateness and any issues identified**

Commentary:

**Student support mechanisms (academic and pastoral/wellbeing), evaluating their effectiveness**

Commentary:

**Any areas of concern requiring action not addressed above**

Commentary:

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**Where relevant, identify areas of (potential) good / effective practice, citing evidence**

Commentary:

**Future enhancements proposed and / or planned and any institutional support required**

Commentary:

**Programme-related complaints and appeals summary - and any improvements / enhancements proposed or introduced as a result of their consideration and outcomes**

Commentary:

**UDL and Equality and Diversity**

**Update on changes or new initiatives to embed equality and diversity into the curriculum from the last academic year.**

Commentary (provide a reflective summary on the development in the design of an inclusive curriculum)

**Section 9. External Examiner Feedback (if applicable)**

**External Examiner comment/report**

**Provide a summary of external examiner comments and response/action taken.**

Include the following areas:

- key themes
- good practice;
- where attention is required; and
- general comments.

Commentary:
-------------

**Section 10. Module/Programme Feedback**

<p><b>Data and Analysis</b> (provide data in %)</p> <p>Consider feedback from:</p> <ul style="list-style-type: none"> <li>• Student feedback groups (including Board of Studies and JSSC)</li> <li>• Internal Metanoia Survey</li> <li>• Informal / other feedback</li> </ul>
Commentary:

**Section 11.**

<b>Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.</b>
Commentary:

**Section 12. New action(s)**

<p><b>New Action(s) 2024-25 from Reflections on and Analysis of Data and Information Sets</b></p> <p>Identify actions from the above report and consider how each action is measurable in terms of data and student feedback</p>				
Identified Action	Action(s) to be implemented and evaluated (bulleted list if appropriate)	Measurable outcome in terms of evidence and data	Lead	Date of completion

## Review Framework for Annual and Periodic Monitoring


### **Appendices**

*List appendices (if applicable)*

List:



**Metanoia Institute**  
**Programme Annual Monitoring Report**  
**for Middlesex-validated and joint MU-MI programmes**  
**[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's, the University's and other external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective for both the Institute and the University, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the Institute's and University's academic governance structures' operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge and subsequent evaluation.

## Middlesex University Validated and Joint Programmes Programme Annual Monitoring for the

All sections must be completed with data and analysis and signed off by the Associate Director by the 01<sup>st</sup> October.

The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 02<sup>nd</sup> October.

(Cut and paste the template out of the Framework document into a single document for submission)

### Section 1.

<b>Programme Title</b>	
<b>Academic level of study:</b>	
<b>Head of Programme</b>	
<b>Submission Date</b>	
<b>Associate Director sign off signature</b>	

### Section 2.

<b>Please confirm any documents appended to the report:</b>	
▪ Board of Study Meeting Minutes	<input type="checkbox"/>
▪ MI data sets provided by Registry	<input type="checkbox"/>
▪ Outcomes of external surveys (NSS/PRES/MI internal)	<input type="checkbox"/>
▪ PSRB feedback reports	<input type="checkbox"/>
▪ Other – please specify	<input type="checkbox"/>

### Section 3. Programme review, monitoring and validation

<p><b>Provide detail of PSRB or Module/Programme modification or validation activities for this year or forthcoming activity for the next academic year</b> (provide copies of PSRB reporting outcomes with the submission of the report)</p> <ul style="list-style-type: none"> <li>• Provide a summary of outcomes for PRSB monitoring and modification events.</li> <li>• Type of activity;</li> <li>• Outcome, condition(s) and recommendation(s)</li> <li>• Commendation(s);</li> <li>• Deadline for condition(s) to be met or if the process is complete, please state all condition(s)/recommendation(s) have been met; and</li> </ul>
---

<ul style="list-style-type: none"> <li>Implementation date</li> </ul>
Commentary:

**Section 3. Action update from previous academic year**

Action from previous year	Measurable Outcome in terms of evidence and data	Lead	Progress update

**Section 3.**

Progress on NSS, PRES and Metanoia internal student surveys outcomes from previous the academic year				
Survey title	Action from previous year	Measurable Outcome in terms of evidence and data	Lead	Progress update
NSS				
PRES				
Metanoia internal survey				

**Section 4. Recruitment, Progression and Destination**

Admission data			
Admissions data	AY 2022-23	AY 2023-24	AY2024-25

Recruitment student diversity 2022-2025				
Year	% With a learning need or disability as declared	% Ethnicity Black or People of Colour	Gender %	Modal age group range
2024-25			Males Female Other.	
2023-24			Males Female Other	

Review Framework for Annual and Periodic Monitoring

2022-23			Males Female Other.	
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**Recruitment analysis**

*Please provide commentary on trends in admissions to the programme over the last three years. Comparative analysis of numbers and by age, gender, ethnicity, other protected characteristics (where known) and entry qualification, including articulation arrangements and offer/acceptance conversion, (where available) should be included.*

Commentary:

**Progression and achievement 2022-2025**

Year	% of students progressing	% of students failing to progress	% of students deferring progression	% of students achieving an award outcome	% of students achieving a 'good degree' award outcome (Percentage out of those achieving award outcome)	% of students failing to complete or receiving a step off award
2024 - 25						
2023 - 24						
2022 - 23						

**Progression and Achievement Analysis**

*Using statistical data please reflect on progression rates between levels. Comparative analysis of age, gender, ethnicity and other protected characteristics (where known) must be included*

**Destination**

Employability outcomes	Employed	Private Practice	Further studies
Graduate Level Employability			

**Employability outcomes analysis**

*Using data provided, please comment on the progression of Graduates into employment or higher levels of study within 6 months of graduating. Comparative analysis of age, gender, ethnicity and other protected characteristics (where known) must be included*

Commentary:

## Section 5. Programme Analysis

### Programme overview

Provide a reflective summary of the programme from the last year including any successes, developments or changes in structure.

Include the following areas :

- review with team members an analysis of staffing;
- areas of good practice and areas of concern;
- future developments;
- relevant items from student feedback;
- academic support; and
- reference to IT, Library, resources and facilities, where appropriate

Commentary:

### UDL and Equality and Diversity

**Update on changes or new initiatives to embed equality and diversity into the curriculum from the last academic year.**

Commentary (provide a reflective summary on the development in the design of an inclusive curriculum)

## Section 6. External Examiner Report/comment

**Provide a summary of external examiner comments and response/action taken.**

Include the following areas:

- key themes
- good practice;
- where attention is required; and
- general comments.

Commentary:

**Section 7. Current academic year student satisfaction survey data**

<b>Provide the data for the survey(s) relevant to your programme.</b>			
<b>Survey title</b>	<b>Number of responses in %</b>	<b>Overall Outcome in %</b>	<b>National Benchmark</b>
<b>NSS Overall Satisfaction (undergraduate)</b>			
<b>PRES Overall Satisfaction (Postgraduate)</b>			
<b>MI Survey Overall Satisfaction</b>			

**Section 8.**

<b>Complaints and Academic Appeals</b>
Programme related complaints and appeals summary - and any improvements/ enhancements proposed or introduced as a result of their consideration and outcomes
Commentary:

**Section 9**

<b>Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.</b>
Commentary:

**Section 10.**

<b>Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.</b>
Commentary:





## **Metanoia Institute**

### **Thematic Annual Monitoring Report for Metanoia internal validated programmes, Middlesex-validated and joint MU-MI programmes**

**[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's, the University's and other external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective for both the Institute and the University, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the Institute's and University's academic governance structures' operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge and subsequent evaluation.

## **Programme Annual Thematic Reporting Template for Metanoia internal validated programmes, Middlesex-validated and joint MU-MI programmes**

All sections must be completed and signed off by the Education Director by the 31<sup>st</sup> October.

The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 02<sup>nd</sup> November.

*(Cut and paste the template out of the Framework document into a single document for submission)*

### Section 1.

<b>Academic Year:</b>	
<b>Sub-Directorate:</b>	UP/PGT/PGR

<b>Associate Director name:</b>		
<b>Have all the annual monitoring processes for the sub-Directorate been signed off and completed in a timely and satisfactory manner?</b>	<b>Yes</b>	<input type="checkbox"/>
	<b>No</b>	<input type="checkbox"/>
If no, please indicate the actions and timeline to remedy this.		
Commentary:		

### Section 2. Thematic review, monitoring and validation

**Provide detail of PSRB or Module/Programme modification or validation activities for this year or forthcoming activity for the next academic year** (provide copies of PSRB reporting outcomes with the submission of the report)

- Provide a summary of outcomes for PRSB monitoring and modification events.
- Type of activity;
- Outcome, condition(s) and recommendation(s)
- Commendation(s);
- Deadline for condition(s) to be met or if the process is complete, please state all condition(s)/recommendation(s) have been met; and
- Implementation date

<ul style="list-style-type: none"> <li>Added to the Academic Action Plan</li> </ul>
<p>Commentary:</p>

**Section 3. Action update from previous academic year**

Action from previous year	Measurable Outcome in terms of evidence and data	Lead	Progress update

**Section 4. Recruitment, Progression and Destination by programme:**

Admission data by programme			
Programme	AY 2022-23	AY 2023-24	AY2024-25

Recruitment student diversity 2022-2025 across your programmes				
Year	% With a learning need or disability as declared	% Ethnicity Black or People of Colour	Gender %	Modal age group range
2024-25			Males Female Other.	
2023-24			Males Female Other	
2022-23			Males Female Other.	

Recruitment analysis
<p><i>Please provide commentary on trends in admissions to the programmes in your area over the last three years. Comparative analysis of numbers and by age, gender, ethnicity, other protected characteristics (where known) and entry qualification, including articulation arrangements and offer/acceptance conversion, (where available) should be included.</i></p>
<p>Commentary:</p>

Progression and achievement 2022-2025 by FHEQ level						
Year	% of students progressing	% of students failing to progress	% of students deferring progression	% of students achieving an award outcome	% of students achieving a 'good degree' award outcome (Percentage out of those achieving award outcome)	% of students failing to complete or receiving a step off award
2024 - 25						
2023 - 24						
2022 - 23						

Progression and Achievement Analysis
<i>Using statistical data please reflect on progression rates between levels. Comparative analysis of age, gender, ethnicity and other protected characteristics (where known) must be included</i>

Summary of destination by programmes			
Employability outcomes	Employed	Private Practice	Further studies
<b>Graduate Employability</b> Level			
<b>Employability outcomes analysis</b> <i>Using data provided, please comment on the progression of Graduates into employment or higher levels of study within 6 months of graduating. Comparative analysis of age, gender, ethnicity and other protected characteristics (where known) must be included</i>			
Commentary:			

**Section 5. Analysis by programmes**

Programmes overview
Provide a reflective summary by across programmes in your area from the last year including any successes, developments or changes in structure.
Include the following areas :
<ul style="list-style-type: none"> <li>• review with team members an analysis of staffing;</li> <li>• areas of good practice and areas of concern;</li> <li>• future developments;</li> <li>• relevant items from student feedback;</li> <li>• academic support; and</li> <li>• reference to IT, Library, resources and facilities, where appropriate</li> </ul>

Commentary:

**UDL and Equality and Diversity**

*Update on changes or new initiatives to embed UDL and equality and diversity into the curriculum from the last academic year.*

Commentary (provide a reflective summary on the development in the design of an inclusive curriculum)

**Section 6. External Examiner Report/comment**

**Provide a summary of the key external examiner comments and response/action taken.**

Include the following areas:

- key themes
- good practice;
- where attention is required; and
- general comments.

NB please remember to add these to your thematic action plan

Commentary:

**Section 7. Current academic year student satisfaction survey data**

**Provide the summary data for the survey(s) relevant to your programmes.**

Survey title	Number of responses in %	Overall Outcome in %	National Benchmark
NSS Overall Satisfaction (undergraduate)			
PTES or equivalent (PGT)			
PRES Overall Satisfaction (Postgraduate Research)			
MI Survey (all) Overall Satisfaction			

**Section 8.**

<b>Complaints and Academic Appeals</b>
Cross Programme related complaints and appeals summary - and any improvements/ enhancements proposed or introduced as a result of their consideration and outcomes
Commentary:

**Section 9.**

<b>Good practice</b>
Identify areas of effective practice that have made a demonstrable difference to the performance of students or their experience. Please include their source of origin and an indication of how these will be disseminated further within the sub-directorate. .
Commentary:

<b>Identified key themes/issues or risks from the current year's reporting</b>
Identify any specific risks or issues highlighted by individual programmes reporting what the sub-Directorate will take action on.
Commentary:

<b>Review of key themes/issues or risks from the previous reporting</b>
Commentary:

**Section 10.**

<b>Staff development needs</b>			
Please provide information about identified staff development.			
Name of staff member	Development need identified	Who will/should deliver	When to deliver by

**Section 11.**

<b>Quality of Reports</b>		
<b>Were the PAMR in your</b>		

<b>area well written, reflective and with evidence of well constructed action plans that address the issues raised in the report?</b>	<b>Yes</b>	<input type="checkbox"/>
	<b>No</b>	<input type="checkbox"/>
If no, please indicate any staff development opportunities that would assist.		
Commentary:		

**Section 12.**

<b>Sub-Directorate contextual information:</b>
Provide any information of issues and circumstances within the Directorate over the academic year which contextualises and explains some systematic issues identified in the Programme Annual Monitoring reports. Also include in this section a reflection of how the academic cycle has passed including any evidence from Board of Study minutes, team meetings, summarising staff feedback, and any cross directorate issues that have impacted upon the programmes you are responsible for.
Commentary:

**Section 13.**

<b>Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.</b>
Commentary:

**Section 14. New Action(s)**

<b>New Action(s) 2024-25 from Reflections on and Analysis of Data and Information Sets</b>			
Identify actions from the above report and consider how each action is measurable in terms of data and student feedback			
Identified Action	Measurable Outcome in terms of evidence and data	Lead	Completion date

Review Framework for Annual and Periodic Monitoring


**Section 15.**

<b>Appendices</b>
<i>List appendices (if applicable)</i>
List:

**Education Director signature to sign off the report:**

<b>Name:</b>	
<b>Signature:</b>	
<b>Date:</b>	



**Metanoia Institute**

**Thematic Annual Monitoring Report for Professional programmes**

**[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's, the University's and other external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective for both the Institute and the University, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the Institute's and University's academic governance structures' operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge and subsequent evaluation.



## Directorate Annual Thematic Reporting Template for Professional Programmes.

All sections must be completed and signed off by the Education Director by the 31<sup>st</sup> October.

The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 03<sup>rd</sup> November.

*(Cut and paste the template out of the Framework document into a single document for submission)*

### Section 1.

<b>Academic Year:</b>	
<b>Sub-Directorate:</b>	Professional programmes

<b>Director name:</b>		
<b>Have all the annual monitoring processes for the sub-Directorate been signed off and completed in a timely and satisfactory manner?</b>	<b>Yes</b>	<input type="checkbox"/>
	<b>No</b>	<input type="checkbox"/>
If no, please indicate the actions and timeline to remedy this.		
Commentary:		

### Section 2. Thematic review, monitoring, validation and Employer feedback

<p><b>Provide detail of PSRB or Module/Programme modification or validation activities for this year or forthcoming activity for the next academic year</b> (provide copies of PSRB reporting outcomes with the submission of the report)</p> <ul style="list-style-type: none"> <li>• Provide a summary of outcomes for PRSB monitoring and modification events.</li> <li>• Type of activity;</li> <li>• Outcome, condition(s) and recommendation(s)</li> <li>• Commendation(s);</li> <li>• Deadline for condition(s) to be met or if the process is complete, please state all condition(s)/recommendation(s) have been met; and</li> <li>• Implementation date</li> <li>• Added to the Academic Action Plan</li> </ul>
---

Commentary:

**2.1 Employer feedback**

Provide detail of employer feedback substantiated by evidence.

Commentary:

**Section 3. Action update from previous academic year**

Action from last year	Measurable Outcome in terms of evidence and data	Lead	Progress update

**Section 4. Recruitment and Progression by programme:**

**Admission data by programme**

Programme	AY 2022-23	AY 2023-24	AY2024-25

**Recruitment student diversity 2022-2025 across your programmes**

Year	% With a learning need or disability as declared	% Ethnicity Black or People of Colour	Gender %	Modal age group range
2024-25			Males Female Other.	
2023-24			Males Female Other	
2022-23			Males Female Other.	

**Recruitment analysis**

*Please provide commentary on trends in admissions to the programmes in your area over the last three years. Comparative analysis of numbers and by age, gender, ethnicity, other protected characteristics (where known) and entry qualification, including articulation arrangements and offer/acceptance conversion, (where available) should be included.*

Commentary:

**Progression and achievement 2022-2025 by FHEQ level**

Year	% of students progressing	% of students failing to progress	% of students deferring progression	% of students achieving an award outcome	% Students Failing to achieve award
2024 - 25					
2023 - 24					
2022 - 23					

**Progression and Achievement Analysis**

*Using statistical data please reflect on progression rates between levels. Comparative analysis of age, gender, ethnicity and other protected characteristics (where known) must be included*

**Section 5. Analysis by programmes**

**Programmes overview**

Provide a reflective summary by across programmes in your area from the last year including any successes, developments or changes in structure.

Include the following areas :

- review with team members an analysis of staffing;
- areas of good practice and areas of concern;
- future developments;
- relevant items from student feedback;
- academic support; and
- reference to IT, Library, resources and facilities, where appropriate

Commentary:

**UDL and Equality and Diversity**

*Update on changes or new initiatives to embed UDL and equality and diversity into the curriculum from the last academic year.*

Commentary (provide a reflective summary on the development in the design of an inclusive curriculum)

**Section 6. External Examiner Report(s)/comment(s)**

**Provide a summary of the key external examiner comments and response/action taken.**

Include the following areas:

- key themes
- good practice;
- where attention is required; and
- general comments.

NB please remember to add these to your thematic action plan

Commentary:

**Section 7. Current academic year student satisfaction survey data**

**Provide the summary data for the survey(s) relevant to your programmes.**

Survey title	Number of responses in %	Overall Outcome in %	National Benchmark
MI Survey (all) Overall Satisfaction			

**Section 8.**

**Complaints and Academic Appeals**

Cross Programme related complaints and appeals summary - and any improvements/enhancements proposed or introduced as a result of their consideration and outcomes

Commentary:

**Section 9.**

**Good practice**

Identify areas of effective practice that have made a demonstrable difference to the performance of students or their experience. Please include their source of origin and an indication of how these will be disseminated further within the sub-directorate. .

Commentary:

--

**Identified key themes/issues or risks from the current year's reporting**

Identify any specific risks or issues highlighted by individual programmes reporting what the sub-Directorate will take action on.

Commentary:

**Review of key themes/issues or risks from the previous reporting**

Commentary:

**Section 10.**

**Staff development needs**

Please provide information about identified staff development.

Name of staff member	Development need identified	Who will/should deliver	When to deliver by

**Section 11.**

**Quality of Reports**

**Were the PAMR in your area well written, reflective and with evidence of well constructed action plans that address the issues raised in the report?**

**Yes**

**No**

If no, please indicate any staff development opportunities that would assist.

Commentary:

**Section 12.**

**Sub-Directorate contextual information:**

Provide any information of issues and circumstances within the Directorate over the academic year which contextualises and explains some systematic issues identified in the Programme Annual Monitoring reports. Also include in this section a reflection of how the academic cycle has passed including any evidence from Board of Study minutes, team meetings, summarising staff feedback, and any cross directorate issues that have impacted upon the programmes you are responsible for.

Commentary:

**Section 13.**

**Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.**  
 Commentary:

**Section 14. New Action(s)**

**New Actions 2024-25 from Reflections on and Analysis of Data and Information Sets**  
 Identify actions from the above report and consider how each action is measurable in terms of data and student feedback

Identified Action –	Action(s) to be implemented and evaluated (bulleted list if appropriate)	Measurable outcome in terms of evidence and data	Lead	Date of completion

**Section 15.**

**Appendices**  
*List appendices (if applicable)*  
 List:

**Education Director signature to sign off the report:**

<b>Name:</b>	
<b>Signature:</b>	

Review Framework for Annual and Periodic Monitoring

<b>Date:</b>	
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**Metanoia Institute**

**RAS Thematic Annual Monitoring Report  
Template  
[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's, the University's and other external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective for both the Institute and the University, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the Institute's and University's academic governance structures' operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge and subsequent evaluation.

## **RAS Thematic Annual Monitoring Review Template**

All sections of the report must be completed and signed off by the Director of Education by the 31<sup>st</sup> of October.

The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 02<sup>nd</sup> November.

(Cut and paste the template out of the Framework document into a single document for submission)

### **Section 1.**

<b>Service:</b>		
<b>Author:</b>	Name:	Designation:
<b>Submission date:</b>		

### **Section 2.**

<b>Actions update from previous TAMR:</b>				
<b>Identified Action</b>	<b>Actions to be implemented and evaluated (bulleted list if appropriate)</b>	<b>Measurable outcome(s) in terms of evidence and data</b>	<b>Lead</b>	<b>Progress update</b>

### **Section 4. Thematic review, external agency monitoring and validation.**

<p><b>Provide detail of external agency Institutional monitoring (including the meeting of OFS conditions) for this year or forthcoming activity for the next academic year outcomes with the submission of the report)</b></p> <ul style="list-style-type: none"> <li>• Type of activity;</li> <li>• Outcome, condition(s) and recommendation(s)</li> <li>• Commendation(s);</li> <li>• Deadline for condition(s) to be met or if the process is complete, please state all condition(s)/recommendation(s) have been met; and</li> <li>• Implementation date</li> <li>• Added to the Academic Action Plan</li> </ul>
<p>Commentary:</p>

**Section 5.**

**Complaints, Appeals and Academic Misconduct Academic Year 2024-25**

Please confirm whether you dealt and processed any student complaints or academic appeal cases during 2024/25:

Yes

Complaints and Appeals processes should be aligned with the Office of the Independent Adjudicator’s (OIAs) ‘Good practice framework for handling complaints and academic appeals. Please refer to the OIA guidance at the link below for further clarification as to what constitutes formal and informal processes for handling student complaints.

Collaborative Partners are required to provide numbers of all student complaints/appeals. A complaint/appeal can only be referred to Middlesex University once the internal processes have been exhausted.

- Cases dealt locally through informal measures (early resolution) do not need to be included below
- Include cases below that have formally processed through the internal complaints/appeals procedures:

1. Number of **alleged cases** that have been formally processed (not upheld)
2. Number of **upheld cases** that have been formally processed

3. Number of cases that were then **referred upwards to the Middlesex University** level complaints procedures.

<https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/>

	Academic /Grade Appeals	Academic status	Service Issues	Disciplinary Matters – Non-Academic	Academic Misconduct	Equality law and Human Rights	Financial	Welfare and Accommodation	Other	Total number of cases
<b>1: Alleged Cases</b>										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
<b>2: Upheld Cases</b>										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
<b>3: Cases referred to Middlesex University</b>										

## Review Framework for Annual and Periodic Monitoring

FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										

**Reflections on complaints and academic appeals:**

Please reflect and evaluate how you have dealt with appeals, complaints, and disciplinary matters, including plagiarism, and cases dealt with through informal means or mediation. This should consider whether any particular group of students (such as those with disabilities) are making a disproportionately high number of complaints or appeals.

Commentary:

**Section 6. Sub-departments**

**Administration**

*Provide reporting on the sub-areas good practice, key issues, areas for enhancement and new developments*

Commentary:

**Student Services**

*Provide reporting on the sub-areas good practice, key issues, areas for enhancement and new developments*

Commentary:

**Academic Services**

*Provide reporting on the sub-areas good practice, key issues, areas for enhancement and new developments*

Commentary:

**Section 7.**

**Reflection on user engagement and feedback, service use and externality.**

**User engagement and feedback**

*Reflect upon:*

- *how user feedback was gathered/satisfaction was measured;*
- *what mechanisms were used for evaluation; and*
- *how the service is closing the feedback loop.*

Commentary:

**Section 8.**

**Analysis of service use**

*Briefly outline key trends, associated risks, impact on the student experience, and action taken.*

- *Include numbers if quantifiable (for example, numbers of enquiries or visitors);*
- *coverage and reach student groups demographics (for example, gender, age, ethnicity); and*
- *over or under use by particular student groups.*

Commentary:

**Section 9.**

**Partnership working across the Institute sub-directorates**

*Outline internal and/or external collaboration that has supported and/or enhanced service delivery.*

*Summarise and reflect upon:*

- *activity to support collaboration;*
- *where more collaboration is needed; and*
- *how will the service address gaps in partnership working?*
- *Outline internal customer service activity:*
  - *How is the service supporting the sub-directorates deliver their academic business?*

Commentary:

**Section 10.**

**Reflection on service, changes, new ways of working and efficiencies.**

*Provide a holistic reflection of the service.*

*What has worked well and what has not? Include:*

- *A brief outline of and reflection on any new developments and their impact on service delivery (doing new things).*
- *A brief outline of and reflection on changes made to activities, processes, practices or policies, in response to feedback, reviews or external drivers (doing the same things in a new way).*
- *A summary of any learning, efficiencies and effectiveness achieved from these changes (include anything that has ceased).*
- *Reflect on how the service is delivering within existing resources. Include opportunities for building efficiencies, for example increase in volume of use/demand for the service.*

Commentary:

### Section 11.

#### Key priorities for the coming academic year

*Summarise the top 4 priorities based on the analysis and reflection above. How will the service take these forward?*

Commentary:

### Section 12.

#### Risk analysis

Indicate any specific risks to achieving the service's core activities, and the approach to mitigating risks.

- *What are the service's challenges and what actions are needed to address them (both by the service and by others)?*
- *How is the service engaging with the issues that are likely to have a positive impact on the student experience?*

Commentary:

### Section 13.

#### Staff development activity

*How is the service developing its staff and measuring the impact of staff development on the student experience?*

- *Outline key staff development activity undertaken to support service delivery and the resulting impact on the student experience.*
- *What are the gaps in skills/knowledge that may affect service delivery or impact on the student experience? How will the service address any skills gaps?*

Commentary:

**Section 14.**

**Indicate how activities link to the Institute’s Strategy 2030 and other key strategies.**

Commentary:

**Section 15. New Action(s )**

**New Actions 2024-25 from Reflections on and Analysis of Data and Information Sets**

**Identify actions from the above report and consider how each action is measurable in terms of data and student feedback**

Identified Action –	Action(s) to be implemented and evaluated (bulleted list if appropriate)	Measurable outcome in terms of evidence and data	Lead	Date of completion

**Section 17.**

<b>Appendices</b>
<i>List appendices (if applicable)</i>
List:

**Director of Education signature to sign off the report:**

<b>Name:</b>	
<b>Signature:</b>	
<b>Date:</b>	



**Metanoia Institute**  
**Institutional Annual Monitoring Report**  
**[Academic Year]**

## Annual Monitoring Purpose Statement

Central to both the Institute's, the University's and other external bodies' understanding of how Metanoia is performing is through the production of critically reflective, evaluative reports at module, programme and institutional levels. Higher education sector practice has shown that reporting on an annual cycle facilitates the timely and detailed assessment of several key metrics, importantly the various sub-components of student outcomes (continuation, progression and completion) and for improvements to be identified and implemented for the benefit of future cohorts of student.

While in-year monitoring allows for the principles of continuous improvement to be monitored and implemented through addressing those more immediate matters at a module, programme, Department or institutional level, it is the detailed, collective reflection by MI teams – including the student body – towards and following the end of an academic cycle that facilitates meaningful engagement with and assessment of academic quality and standards.

To be properly effective for both the Institute and the University, annual monitoring must be data-informed and evidence-based so that outcomes of the process, for example a series of recommendations for enhancement, are accurate and credible. Through the consideration of the reports and their recommendations, the Institute's and University's academic governance structures' operation ensures that academic and academic-related staff teams and individuals, as appropriate, are held responsible and accountable for the implementation of the recommendations for improvement and / or enhancement that are approved for discharge and subsequent evaluation.

## Institutional Annual Monitoring Report

All sections of the report must be completed and signed off by the Chair of the Academic Board by the 31<sup>st</sup> May.

The approved report to be submitted to Quality [jo.smith@metanoia.ac.uk](mailto:jo.smith@metanoia.ac.uk) by the 05<sup>th</sup> of May.

(Cut and paste the template out of the Framework document into a single document for submission)

### Section 1.

<b>Report author:</b>	<b>Name</b>	<b>Designation</b>
<b>Reports were considered from the following Departments:</b>	<b>List received reports:</b>	<b>List reports outstanding:</b>
<b>Have all the annual monitoring processes for the sub-directorates been completed satisfactorily?</b>	<b>Yes/No</b>	<b>If no, provide context of any issue(s) identified or lateness for the submission.</b>

### Section 2. Review of previous years IAMR summary

<b>Review of key themes/issues or risks from the previous year's IAMR summary</b>
Commentary:

### Section 3. Action update from previous academic year

<b>Action update from previous the year's IAMR:</b>			
<b>Action from previous year</b>	<b>Measurable Outcome in terms of evidence and data</b>	<b>Lead</b>	<b>Progress update</b>

**Section 4. Thematic review, external agency monitoring and validation.**

**Provide detail of external agency Institutional monitoring (including the meeting of OFS conditions), PSRB or Module/Programme modification or validation activities for this year or forthcoming activity for the next academic year (provide copies of PSRB reporting outcomes with the submission of the report)**

- Type of activity;
- Outcome, condition(s) and recommendation(s)
- Commendation(s);
- Deadline for condition(s) to be met or if the process is complete, please state all condition(s)/recommendation(s) have been met; and
- Implementation date
- Added to the Academic Action Plan

Commentary:

**Section 5.**

**Complaints, Appeals and Academic Misconduct Academic Year 2024-25**

Please confirm whether you dealt and processed any student complaints or academic appeal cases during 2024/25:

Yes

Complaints and Appeals processes should be aligned with the Office of the Independent Adjudicator’s (OIAs) ‘Good practice framework for handling complaints and academic appeals. Please refer to the OIA guidance at the link below for further clarification as to what constitutes formal and informal processes for handling student complaints.

Please provide the numbers of all student complaints/appeals.

- Cases dealt locally through informal measures (early resolution) do not need to be included below
- Include cases below that have formally processed through the internal complaints/appeals procedures:

1. Number of **alleged cases** that have been formally processed (not upheld)
2. Number of **upheld cases** that have been formally processed
3. Level 8 cases **referred to Middlesex University** aligned with policy.

<https://www.oiahe.org.uk/resources-and-publications/good-practice-framework/handling-complaints-and-academic-appeals/>

	Academic /Grade Appeals	Academic status	Service Issues	Disciplinary Matters – Non-Academic	Academic Misconduct	Equality law and Human Rights	Financial	Welfare and Accommodation	Other	Total number of cases
<b>1: Alleged Cases</b>										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
<b>2: Upheld Cases</b>										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										
FHEQ Level 7										
FHEQ Level 8										
<b>3: Cases referred to Middlesex University</b>										
FHEQ Level 3/4										
FHEQ Level 5										
FHEQ Level 6										

## Review Framework for Annual and Periodic Monitoring

FHEQ Level 7										
FHEQ Level 8										
<p><b>Reflections on complaints and academic appeals:</b>          Please reflect and evaluate how you have dealt with appeals, complaints, and disciplinary matters, including plagiarism, and cases dealt with through informal means or mediation. This should consider whether any particular group of students (such as those with disabilities) are making a disproportionately high number of complaints or appeals.</p>										
<p>Commentary:</p>										

<p><b>Reflections, Data and Analysis</b></p> <ul style="list-style-type: none"> <li>Data is requested below at the <b>programme level</b> to aid analysis and monitoring of <b>programme performance</b>.</li> <li>Under each section below insert the necessary data as indicated in the tables below - edit tables as needed and you can provide your own format of data/tables if available.</li> <li>The data requested follows the UK <a href="#">Office for Students (OfS) Guidance on constructing student outcome and experience indicators</a>. Data definitions are included below.</li> <li>Please include the data from previous four years as trend data</li> <li>Reflecting on the data you provide, provide a summary of your analysis, and identify highlights, trends, developments, themes and issues arising from the evidence in the comment boxes below</li> <li>Consider the data alongside your internal performance indicators</li> <li>Please note any issues that arise from multi-site operation and how these are being addressed</li> <li>Key actions identified should be included in the action tables in <b>section 12</b></li> </ul> <p>Please ensure that any student data/information is anonymised.</p> <p>Note that data included below will be used with internal partner reporting mechanisms.</p>			
<p><b>A. Student Recruitment and Cohort Profiles – undergraduate and postgraduate:</b></p> <p>Target numbers are initially SCoPEd at the last validation/review event. If there are noticeable discrepancies between these projected targets and the current targets and the enrolments, this should be discussed in commentary below.</p> <p>When reflecting below on recruitment also consider the entry cohort characteristics such as their qualifications upon entry to the programme, disability, ethnicity, gender and age. Note any significant differences/ trends and the implications this might have for the learning, teaching and assessment activity.</p>			
<p><b>Data:</b></p> <p><i>Overview of Student numbers and Academic Profile data Student Enrolment and Demographics</i></p> <p><b>Application statistics</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 33%; text-align: center;">Applications by programme</td> <td style="width: 33%; text-align: center;">Target numbers</td> <td style="width: 33%; text-align: center;">Enrolled</td> </tr> </table>	Applications by programme	Target numbers	Enrolled
Applications by programme	Target numbers	Enrolled	

Review Framework for Annual and Periodic Monitoring

	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2024-25
Qualification name								
Qualification name								

**Student Numbers.**

**Table:**

Student Targets	Target numbers				Enrolled			
	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2024-25
Qualification name								
Qualification name								

**Diversity and demographics**

**Table: Summary of student diversity 2024-25**

Year	% With a learning need or disability as declared	% Ethnicity Black or People of Colour	Gender %	Modal age group
2022-23			Males Female Other.	
2023-24			Males Female Other	
2024-25			Males Female Other.	

**Commentary:** Provide an analysis of the above data for application statistics, Student Numbers and Diversity and demographics

**B. Student Continuation – Undergraduate only:**

Continuation outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through the early stages of their course to track how many continue in active study, or qualify, in subsequent years. The continuation measure **tracks students from the date they enter a higher education provider to their activity to date (of report submission)**.

In the table below, add for each year of entry, the percentage of total combined students across all Middlesex validated programmes and separately Metanoia validated programmes who have re-enrolled from the previous year for both 1) Level 4 to Level 5 and 2) Certificate year to Level 4 as applicable.

UG Continuation	Total students (all UG programmes)			
	2020-21	2021-22	2022-23	2023-24
% who have re-enrolled the following year				
% did not re-enrol the following year				

Data above should be aggregated for all students however you are expected to investigate and highlight any poor performing programmes in relation to continuation rates ensuring that actions are added below (section 5) as necessary.

Consider your continuation data, any trends, poor continuation, significant withdrawal, and transfer or failure rates and whether there are any continuation issues associated with the enrolment profiles of students (e.g. ethnicity, age, qualification on entry to the programme).

Commentary:

**C. Student Completion/Awards – undergraduate and postgraduate:**

**Completion:** Completion outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through subsequent years of their course to track how many are still in active study, or have qualified, to date.

To be counted as completing, **a student must either have qualified, or be recorded as still actively studying on a higher education qualification, at the same provider.**

In the table below, add for each cohort, the percentage of students who have already qualified at any level of higher education study, or are still studying for a higher education qualification with you.

- Academic year is year of enrolment.
- **% Qualified or still studying:** students who have completed, or are still actively studying at the institution.
- **% NOT Qualified or NOT still studying:** Students who have withdrawn from the programme with any kind of temporary interruption (who are planning to re-join later), who have dropped out, who were unable to progress to final award.

Completion	Total students (all programmes)			
	2021-22	2022-23	2023-24	2024-25
% Qualified or still studying				
% NOT Qualified or not still studying				

Commentary:

Undergraduate Awards	Qualification name			
	2021-22	2022-23	2023-24	2024-25
% Firsts				
% Upper Second				
% Lower Second				
% Thirds				
% Exit Qualification – Dip (FHEQ Level 5)				
% Exit Qualification – Cert (FHEQ Level 4)				
% No classification				
% Classification TBC				
Total number of Passes				
Total number of Deferred				
Total number of Fails				

Postgraduate Awards	Qualification name			
	2021-22	2022-23	2023-24	2024-25
% Distinction				
% Merit				
% Pass				

<b>% Exit Qualification PG Dip</b>				
<b>% Exit Qualification PG Cert</b>				
<b>% No classification</b>				
<b>% Classification TBC</b>				
<b>Total number of Passes</b>				
<b>Total number of Deferred</b>				
<b>Total number of Fails</b>				

Consider your completion/awards data and associated trends with previous years. Along with this data consider and comment on attainment gaps associated with cohort profiles of students (e.g. ethnicity, age, qualification on entry to the programme, reported disabilities etc) and any actions that can improve data results.

Commentary: :

#### D. Student Progression

- Graduate Destination Survey Positive Outcomes
- Employability
- Placements

**Progression:** The OfS measures describe the proportion of qualifiers from higher education qualifications who have been included on the Graduate Outcomes target list, responded to the survey, and reported that they have progressed to professional or managerial employment, further study, or other positive outcomes, **15 months after gaining their qualification.**

The progression measures count as positive outcomes those students who report in their response to the Graduate Outcomes survey, 15 months after gaining their qualification:

- a) Managerial or professional employment (defined as employment in an occupation which falls within major groups 1 to 3 of the Office for National Statistics (ONS) Standard Occupational Classification 2020).
- b) Further study at any level of study
- c) Travelling, caring for someone else or retirement

The [OfS descriptions of student outcome and experience measures \(2023\)](#) describe the student outcomes that count positively towards progression measures, including the activities reported by students and the Standard Occupational Classification (SOC) 2020 groupings of occupations that are counted as managerial, or professional, employment.

Partners who run their own graduate employability surveys should look to ensure they collect data aligned with the OfS data definitions as much as possible.

In the table below, add for each graduating cohort, the percentage of students under each category as applicable

## Review Framework for Annual and Periodic Monitoring

Student Progression Survey	Qualification name			Qualification name		
	2020-21	2021-22	2022-23	2020-21	2021-22	2022-23
Cohort number surveyed						
No. of responses						
<b>Of those who responded:</b>						
<b>Positive Outcomes</b>						
% In paid work for an employer						
% Self-employment/ freelancing						
% Running own business						
% Developing a creative, artistic or professional portfolio						
% Voluntary/unpaid work for an employer						
% Engaged in a course of study, training or research						
% Taking time out to travel (not short-term holidays)						
% Caring for someone (unpaid)						
% Retired						
<b>Not a positive outcome:</b> (unless reported this activity in combination with another one that does count as positive)						
% Unemployed and looking for work						
% Doing something else						
Commentary: <i>Analysis of the above data.</i>						

### Section 6.

#### E. Programme operation and delivery

Consider

- Learning, teaching and assessment methods
- New developments for curriculum or pedagogy
- Learning resources – physical and virtual
- Student support mechanisms

*Comments:*

### Section 7.

#### F. Feedback from External Examiner activity and reports

*Provide the detail of the External Examiners' comments and response to the comments detailing any actions.*

Commentary:

**G. Student feedback**

- Consider any student surveys ran (such as NSS, Postgraduate Surveys, programme surveys, module surveys)
- Consider feedback from student Programme Voice Groups
- Consider informal feedback

Add Student survey data as applicable including NSS, PTES and other surveys as necessary

Please report on questions/areas such as:

- Teaching Quality (NSS Q's 1-4)
- Academic Support (NSS Q's 12-14)
- Organisation and management (NSS Q's 15-17)
- Learning Community and Student Voice (NSS Q's 21-26)

Commentary: :

**H. UCKP Moderator Annual reporting/feedback**

*Provide a summary of the report including feedback and action(s) required as necessary.*

Commentary:

**Section 8.**

**Effective Practice**

*Identify areas of effective practice that have made a demonstrable difference to the performance of students or their experience. Please include their source of origin and an indication of how these will be disseminated further across the institution.*

Commentary:

**Risks and Issues**

*Identify any specific risks or issues highlighted in individual TAMR reports that the sub-directorate will take action on:*

Commentary:

*Identify any specific risks or issues highlighted in individual TAMR reports that the Executive committee should be aware of:*

Commentary:

**Section 9.**

**Resources**

*Provide the detail of identified areas from the TAMRs for improvement with budget implications – to include IT, library, student support and wellbeing, staffing, staff training*

Commentary:

**Section 10.**

**Jisc/Hesa updates on returns**

Commentary:

**Update overview on the year past as a reflective narrative**

Commentary:

**Section 11.**

**Any additional comments or feedback**

*Please provide any general comments or feedback from the review of TAMR not covered elsewhere.*



**POLICY BACK COVER**

**Section 1 - to be completed by policy proposer and forwarded to Committee Servicing Officer.**

<b>Policy Title:</b>	Annual and Periodic Monitoring and Review Framework
<b>Author:</b>	Jo Smith, Quality and Standards Support Manager
<b>Rationale:</b> <i>Outline the purpose of the policy, and its scope e.g. credit-bearing provision</i>	The development of the framework is to confirm the Institute's commitment to monitoring and reflective review at all levels of its academic provision and to set out the arrangements for this activity; Framework implemented from 2023-24 reporting.
<b>Consultation undertaken:</b> <i>List all groups and/or committees where consultation was undertaken e.g. students, administration, external advisor, QSC, etc.</i>	Consultation with students and staff via JSSC and Education committees.
<b>Resource implication:</b> <i>Outline the potential financial, human and technological resource implication of the policy</i>	No financial or technological resource implications.

**DOCUMENT CONTROL**

**Section 2 - to be completed by receiving committee.**

<b>Recommending committee:</b>	Choose an item.
<b>Circulated to:</b>	

<b>Approved:</b>		<b>Date for adoption:</b>	September 2024
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<b>Version and document Code:</b>	V2	<b>Date for review:</b>	February 2026
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