

Annex E.1: Annual Programme Monitoring Framework

Document	Annex E.1 Annual Programme Monitoring Framework
Part of	NSCD Quality Code
Purpose	Single reference document setting out how NSCD manages the processes of approving new programmes of study and revisions, review, suspension and withdrawal of existing programmes.
Document owner	Quality Office
Audience	NSCD & Partner Staff
Approving body	Senate
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1. Scope of Framework

- 1.1. This framework has been prepared with reference to the UK Quality Code for Higher Education, and their aim is to ensure that Northern School of Contemporary Dance (NSCD) sets and maintains threshold academic standards for its awards. The Quality Office can provide further guidance on the application of this procedural document as required. Any deviation from the agreed procedures would require the agreement from the Chair of Senate.
- 1.2. This framework covers all taught undergraduate and postgraduate modules and programmes that lead to the award of academic credit and/or contribute to a higher education award at Level 4 or above in the Framework for Higher Education Qualifications (FHEQ).
- 1.3. This framework applies to all NSCD and partner programmes. Annual programme monitoring is carried out at programme level.
- 1.4. Annual Programme Review is designed to:
 - 1.4.1. Ensure that programmes and curricula remain valid in light of revised QAA Subject Benchmarks, developments within the sector and subject area and/or recent research and practice, whilst continuing to deliver against their intended learning outcomes.
 - 1.4.2. Ensure the quality and consistency of the student experience and ensure that students are fully engaged in the design and review of all programmes of study in partnership with academic staff.
 - 1.4.3. Ensure that key School initiatives and developments are fully embedded across all programmes and reviewed as appropriate.
 - 1.4.4. Continuously reflect upon, evaluate and enhance current curricula, programmes and modules, using key management information and datasets to inform practice.
 - 1.4.5. Identify practice or innovation worthy of dissemination and draw matters of generic interest or concern to the institution.
 - 1.4.6. Ensure that appropriate action is taken to address areas of development identified by the School, student body, academic staff, student services or External examiners.

2. The Purpose of Annual Monitoring

- 2.1. The QAA Quality Code principle 5 sets out the expectation for programme monitoring and review: “Providers regularly monitor and review their provision to secure academic standards and enhance quality. Deliberate steps are taken to engage and involve students, staff and external expertise in monitoring and evaluation activity. The

outcomes and impact of these activities are considered at provider level to drive reflection and enhancement across the provider.”

[QAA Quality Code for Higher Education 2024 – Sector Agreed Principles](#)

- 2.2. The Annual Programme and Monitoring Review (often referred to as APMR) process is critical to the ongoing enhancement of programmes, learning opportunities and awards made by NSCD that underpin the student experience. Annual Programme Review has been developed to enable a pro-active approach to annual monitoring, based on the principles of continuous reflection and aligned to the release of academic quality data across the academic year.
- 2.3. APMR provides an opportunity to reflect on the learning opportunities that students have experienced, the academic standards achieved, and their continuing currency and relevance. APMR is a framework for the Faculties to review and formalise existing enhancement and reflective practice, and to offer a formal and coherent vehicle for the consideration of a range of existing data (including External Examiners’ reports, student feedback, enrolments, progression and completion, assessment results, degree outcomes and employability) throughout the year to drive continuous enhancement and improvement of the student experience.
- 2.4. APMR is also directly informed by Module evaluation and student experience (including the National Student Survey and Graduate Outcomes Survey) drawing on the findings of this closely allied process among its constituent modules. The process is an opportunity to evaluate the extent to which the learning outcomes are both still relevant and are achieved by students. Learning, teaching and assessment strategies are also reviewed, to ensure these are best placed to support the delivery of the relevant learning outcomes.
- 2.5. The process provides assurance in a holistic manner that the programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application. The process should be used to identify strengths and weaknesses with a view to improvement and ensure that appropriate action is taken to remedy any identified shortcomings, and enhance the student experience. The process is intended to be reflective (‘looking back’), as well as developmental (‘planning ahead’). Module leaders, Faculty heads and school leadership are encouraged to be analytical in their reports, by reflecting on the reasons behind student and programme performance. There is opportunity in the monitoring process to benchmark practice against similar in the sector or sector benchmarks. Where issues have arisen, or student performance is below expected, action will need to be identified. Where performance and satisfaction are high, reflecting on the reasons for this will help to identify and share good practice across programme areas.
- 2.6. Actions arising from the APMR will form the basis of the academic action plan for the following academic year.

- 2.7. Every Annual Programme Review is scrutinised by LTQAC or Partners LTQAC and approved by Senate prior to final submission to the Quality Office and to the Board of Governors.
- 2.8. It is expected that students will participate actively in APMR. This has historically taken place as a part of student reps' participation in LTQAC and Senate. However more active involvement from reps and participants in Student Voice Forum (or partner equivalent) will also be promoted. For support and advice on involving students with Annual Programme Review, please contact the Quality Office. The APMR's are available for students to read on the NSCD VLE.

3. The Cyclical Nature of Review

- 3.1. The programme and module monitoring procedure is one part of a continuous cycle of engagement by students and staff. As well as supporting the development and enhancement of individual programmes and student learning opportunities at a local level, the outcomes of the monitoring process provide the School with an opportunity to identify themes and trends across the institution where strategic action is required. There is a close link with *Annex C.1 Programme Approval and Revisions Framework*. Outcomes of this Programme and Module Monitoring process are likely to feed into the approval of changes to provision; and where changes develop more organically, this monitoring process is the opportunity to reflect on the success of those changes, including the cumulative nature of them, and consider the development of the provision in the future.
- 3.2. These processes also provide key opportunities to identify and share good practice. The process also feeds into the Periodic Programme Review, held by the School every five years. This direct link between Annual Monitoring of Programmes and the Periodic Programme Review (see *Annex E.2 Periodic Programme Review*) should reduce the burden on Faculties as much of the evidence to support the five-yearly reviews will already be available. The reports completed during annual programme monitoring will help to support the identification of longer term trends and themes, and the development of strategic planning during the Periodic Review.

4. How to access the APMR

- 4.1. In March each year the APMR template is reviewed by LTQAC/Partner LTQAC and submitted to Senate for approval. This will then be shared with faulty staff with staff responsibility for completion of each section assigned on the template. The document in its final draft will be prepared by a member of the leadership or senior faculty heads before submission to LTQAC/Partner LTQAC for scrutiny and approval at Senate in October.

5. Using Data and Information

- 5.1. Data and information are key parts of annual monitoring. External Examiner reports; feedback from staff, students, alumni and employers; and progression, retention and achievement data are all important sources of information and data that should be reflected on during the process.
- 5.2. Where possible data from groups with protected characteristics (e.g. additional learning needs) should be analysed to identify where there may be additional trends or support required.
- 5.3. The Quality Office will be responsible for making it readily available for staff as part of the annual monitoring process. Support should be established in such a way as to reduce the administrative burden on staff completing the reviews.

6. Reviewing Learning, Teaching and Assessment

- 6.1. Strategies Reflecting on whether the learning outcomes - and then the learning, teaching and assessment strategies used to deliver those learning outcomes - are still relevant and appropriate, is an important part of the annual monitoring process. Some questions staff may wish to consider during this process may include:
 - 6.1.1. Are the learning outcomes still relevant for the topic? Have there been any changes in the discipline, or in the benchmark statements/or industry practice that require these to be amended? If so, how?
 - 6.1.2. Do your learning, teaching, and assessment strategies link well with the intended learning outcomes and are they still relevant for the topic?
 - 6.1.3. Are the students achieving well or could changes in this area support students learning better? Is the way you are assessing the module/programme supporting the achievement of the learning outcomes? Are there more relevant or suitable assessment methods that could be used to support the achievement of those learning outcomes?
 - 6.1.4. Are there any particular methods of assessment that have tried recently that you think work particularly well? If so, why? Perhaps you have introduced a method of assessment that you think fits the description 'assessment for learning, not assessment of learning'?
 - 6.1.5. Have you perhaps introduced a method of supporting students through their practice, assignments, projects, presentations, research that has been well received by students, or has seen a significant improvement in grades? What has been the outcome of this?
 - 6.1.6. Are there any particular teaching methods that you have tried recently that you think work particularly well? If so, how and why? Your changes might have helped to boost attendance in classes, lectures and seminars, seen students noticeably more engaged in classes, or you might have seen an improvement in the student feedback scores.

6.1.7. Have you introduced any new initiatives to support students learning?

6.1.8. Are you making use of new technology?

7. Good Practice

7.1. The annual monitoring process is a way in which good practice can be identified. Good practice is doesn't necessarily have to be 'innovative', but it should contribute to the enhancement of student learning opportunities and student outcomes.

8. Timeline

December	Term 1 module evaluation analysis
March	New APMR template approved at LTQAC/PLTQAC and Senate
April	Term 2 module evaluation analysis National Student Survey for final year UG students closes
June	NSCD students complete the student experience survey
July	Term 3 module evaluation analysis UG achievement confirmed & External Examiners reports
August	Compiling of the Report – templates allocate staff responsibility for inputting
September	PG achievement confirmed & External Examiners reports – report updated First review and scrutiny of APMR report
October	APMR for previous year & action plan for new year scrutinised at LTQAC/PLTQAC APMR & action plan signed off at Senate APMR issued to the Board of Governors