Imperial College London

Undergraduate Annual Monitoring Guidance 2022-23 (reporting on 2021-22)

1. Introduction

Undergraduate Annual Monitoring is overseen by the Quality Assurance and Enhancement Committee and forms a key part of the quality assurance framework. The process is designed to ensure that it is proportionate and robust and aligns with the expectations for quality and standards set out in the revised UK Quality Code for Higher Education published by the Quality Assurance Agency (QAA).

Departments are reminded of the following points:

- Draft departmental annual monitoring reports (AMRs) must be discussed with student representatives and updated, if required, to reflect this dialogue, before submission to the Quality Assurance and Enhancement (QA&E) Team and Faculty Education Committees (FECs)
- Departments are not required to complete a separate National Student Survey (NSS) action plan; any actions arising from this source should be included in annual monitoring action plans
- Following approval at Faculty Education Committees, departments are reminded to make their AMRs accessible to students within the Department via an appropriate platform such as Blackboard
- Departments are reminded to review the progress of actions arising from annual monitoring throughout the year via Department Teaching Committees
- A College level action plan will be coordinated by the QA&E Team to allow Departments to see the actions that are being taken at College level to address issues raised through annual monitoring

This year the question relating to graduate destinations has been re-instated as two years' data is now available from the Graduate Outcomes Survey.

Dashboards in Power BI will continue to provide annual monitoring data for the following:

- National Student Survey results
- Differential Outcomes

See *Section 3* for further information on Power BI Dashboards for UG provision.

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2. Annual Monitoring Schedule

Whilst it is recognised that evaluating the performance of programmes and thus safeguarding academic standards and quality of provision is a continuous activity that takes place within programme teams, Departments and Faculties throughout the year, this schedule sets out key actions throughout the annual monitoring cycle for undergraduate provision.

October

The QA&E Team circulate annual monitoring report (AMR) templates, guidance and data to Directors of Undergraduate Study. The QA&E Team also provides the College level annual monitoring summary report from the previous academic year.

October to December

Directors of Undergraduate Study (or nominees) complete the AMR for their Department in consultation with their programme teams. The draft report is then discussed with student Departmental representatives and updated, if required, to reflect this dialogue. Completed reports are then submitted to the QA&E Team, normally three weeks prior to their respective FECs.

January

The QA&E Team reviews the submissions and follows up any queries with Directors of Undergraduate/Postgraduate Studies prior to submitting AMRs to the appropriate FECs.

January to February

FECs consider the reports, confirming that Departmental action plans are appropriate, and respond to any Faculty level actions referred to them by their Departments. FECs should consider whether the issues being referred would be best resolved or raised through the annual monitoring process or via other mechanisms; for example, issues around estates and technology should be triaged and where considered applicable, directed through other mechanisms for more immediate resolution with relevant service providers. FECs may wish to consider drawing on the action plans developed in response to the Student Experience Survey to see whether there are similar issues already being acted on.

Chairs of FECs (or nominees) then complete Faculty AMRs and submit these to the QA&E Team for consideration by the Quality Assurance and Enhancement Committee (QAEC). Faculty AMRs require each Faculty to identify themes, good practice and actions required at Faculty and College level in order to safeguard the academic standards and quality of provision. Faculties are also required to confirm that they have:

- received and discussed an AMR for each of their departments;
- approved each departmental action plan;
- assured themselves that each department is committed to ensuring continuous improvement of the student academic experience and student outcomes;
- received evidence that the standards of awards for their departments have been appropriately set and maintained.

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Departments should make their AMRs accessible to students within the department via an appropriate mechanism such as Blackboard.

February / March

QAEC considers the Faculty Level AMRs. QAEC agrees recommendations and identifies any cross-College trends or themes which need further consideration and refers relevant issues to the appropriate bodies. QAEC also highlights instances of good practice for further dissemination. A College summary report is produced annually by the QA&E Team which is approved by QAEC and reported to Senate. Following Senate, the College summary report is distributed to Faculties and any actions being taken at College level are communicated.

3. Annual Monitoring Data

3.1 External Examiner Reports

Following the College's move to the online completion of External Examiner reports, Departments will now receive *collated* responses (Excel) to assist thematic analysis.

3.2 Non-Continuation, Degree Attainment and Graduate Destinations

The Undergraduate Differential Outcomes App brings together a number of reports or "dashboards" on different measures of student outcomes, split by various student characteristics. It is intended to help users identify where there are success or attainment gaps between different groups of students.

The measures reported on have been chosen to complement regulator, sector and College interest and are designed to serve a range of purposes, one of which is to support the UG Annual Monitoring process. The UG Annual Monitoring process requires comment on performance in Continuation, Degree Attainment and Graduate Destinations, and there are dashboards to support each of these.

Wherever possible and appropriate, the definitions and methodologies used in the dashboards have been aligned to sector standards. Detailed definitions of the measures and methodologies used are given within the dashboards. Please familiarise yourself with these before reviewing performance.

Data on performance is available at College, Faculty, Department and Course level, and it is possible to compare for example, all courses within a department, or all departments within a faculty. The three most recent years of available data are provided for each of these levels.

The characteristic splits reported on in these dashboards are:

- Age
- Disability
- Domicile
- EIMD 2015/ 2019
- Ethnicity

- POLAR4
- Sex

It should be noted that there are small populations within some of the splits, particularly when looking at department or course level. Where this is the case, as well as year-by-year data, users are able to see year-aggregated data on the comparison pages; it is clearly indicated here if data has been aggregated.

Each of the dashboards have slightly different years of coverage and timing of updates as these are driven by the data sources. The following summaries provide key points for each of the dashboards, including timings of updates.

Continuation Dashboard
Data source: HESA Student Record return, submitted in November annually
Measures: continuation rate
Current coverage: 2017/18, 2018/19 and 2019/20 entrant data
Update due: November 2022 to add 2020/21 entrant data

Degree Attainment Dashboard
Data source: HESA Student Record return, submitted in November annually
Measures: First class degree rate, Good degree rate (first and upper second)
Current coverage: 2018/19, 2019/20 and 2020/21 graduate data
Update due: November 2022 to add 2021/22 graduate data

Graduate Outcomes – DLHE Dashboard
Data source: DLHE
Measures: employment/ further study rate, highly skilled employment/ further study rate
Current coverage: 2014/15, 2015/16 and 2016/17 graduates
Update due: n/a - DLHE decommissioned

Graduate Outcomes – GOS Dashboard
Data source: GOS, provider data released in April annually
Measures: employment/ further study rate, highly skilled employment/ further study rate, average salary
Current coverage: 2017/18, 2018/19 and 2019/20 graduates
Update due: April 2023 to add 2020/21 graduates

3.3   National Student Survey results

The College NSS dashboard is available through Power BI. The data available has expanded to include the results split by a number of student characteristics. Those involved with annual monitoring can access the following data via this dashboard:

- Results for each department at Question Category and Programme level
- Results for the selected programme within a department

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- Comparisons with the sector, Russell Group, London institutions or any selected HEI
- Quartile performance for the chosen department
- Departmental results split by student domicile, gender and ethnicity (the ethnicity split only includes Home-domiciled students)
- College results split by student domicile, gender, ethnicity, disability status, POLAR4 quintile and Index of Multiple Deprivation

Access to both the NSS and the Differential Outcomes dashboards will be granted to Heads of Department and Directors of Undergraduate Studies, alongside others where this has been requested by the Faculty or the Education Office. If you do not have access, you can request this directly through Power BI or by emailing education.evaluation@imperial.ac.uk

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Annual Monitoring

QA&E Team
- Prepare and send templates and Registry-held data to Departments
- Check departmental annual monitoring reports and send to FECs
- Check faculty annual monitoring reports and send to QAEC
- Draft College Level Summary and send to QAEC
- Distribute college summary to departments

Directors of UG / PG Study
- Complete departmental annual monitoring reports, engage Student Departmental Representatives in consultation, and return with relevant appendices to QA&E Team
- Revise annual monitoring reports and submit further evidence if required
- Address outstanding actions during next academic year

Faculty Education Committees
- Receive departmental annual monitoring reports
- Approve departmental annual monitoring reports
- Chairs of FECs (or nominees) complete faculty annual monitoring report and submit to QA&E Team

College Committees
- QAEC receives faculty annual monitoring reports
- QAEC approves faculty annual monitoring reports and college summary
- Senate notes college summary

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