

Undergraduate Annual Monitoring Guidance 2024-25 (reporting on 2023-24)

Introduction

1. 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).
2. Departments are reminded of the following points:
 - a. 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)
 - b. 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
 - c. 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
 - d. Departments are reminded to review the progress of actions arising from annual monitoring throughout the year via Department Teaching Committees
 - e. A university level action plan will be coordinated by the QA&E Team to allow departments to see the actions that are being taken at university level to address issues raised through annual monitoring.
3. There are no changes to the template this year. Data available to support the process is listed later in this document.

Annual monitoring schedule

4. 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.
 - i. **October:** Annual monitoring report (AMR) templates, guidance and External Examiner data are circulated to Directors of Undergraduate Study. The university level annual monitoring summary report from the previous academic year is made available.

- ii. **November to January:** 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 and the faculty, as per the papers' deadline for their respective FECs.
- iii. **February to March:** 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 university 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.

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

- iv. **April:** QAEC considers the faculty level AMRs. QAEC agrees recommendations and identifies any cross-Imperial 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 university summary report is produced annually by the QA&E Team which is approved by QAEC and reported to Senate. Following Senate, the summary report is distributed to Faculties and any actions being taken at university level are communicated.

Annual monitoring data

5. The following data is provided to support the UG annual monitoring process.

External Examiner reports

6. Departments receive collated responses from the online reports submitted to assist with thematic analysis.

Non-continuation, degree attainment and graduate destinations

7. 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.
8. The measures reported on have been chosen to complement regulator, sector and university 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.
9. 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.
10. Data on performance is available at university, faculty, department and programme 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.
11. The characteristic splits reported on in these dashboards are:
 - Age
 - Disability
 - Domicile
 - EIMD 2019
 - Ethnicity
 - POLAR4
 - Sex
12. 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.

13. 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 Data Futures Engagement entity (previously Student Record return), submitted in November annually

Measures: continuation rate

Current coverage: 2018/19, 2019/20 and 2020/21 entrant data

Update due: December 2024

Degree Attainment Dashboard

Data source: HESA Data Futures Engagement entity (previously Student Record return), submitted in November annually

Measures: First class degree rate, Good degree rate (first and upper second)

Current coverage: 2019/20, 2020/21 and 2021/22 graduate data

Update due: December 2024

Graduate Outcomes – GOS Dashboard

Data source: Graduate Outcomes Survey, provider data released in April annually

Measures: employment/ further study rate, highly skilled employment/ further study rate, average salary

Current coverage: 2019/20, 2020/21, and 2021/22 graduates

Update due: May/June 2024

National Student Survey results

14. Imperial's 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 ([linked here](#)):

- Results for each department for each Question and Theme
- 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)
- Imperial’s results split by student domicile, sex, ethnicity, disability status, POLAR4 quintile, TUNDRA quintile and Index of Multiple Deprivation

15. 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.

Document Control

Document title:	UG Annual monitoring guidance 2024/2025		
Version:	1	Date:	N/A
Location:	R:\7.Quality Assurance\3. Policy framework\06. Annual monitoring and review\Procedure for the review of UG programmes		
Initially approved by and date:	Senate 2013 (approval of revised process)		
Version approved by and date:	n/a		
Version effective from:	October 2024		
Originator:	Assistant Registrar (Partnerships, Monitoring and Evaluation)		
Contact for queries:	Assistant Registrar (Partnerships, Monitoring and Evaluation)		
Cross References:	n/a		
Notes and latest changes:	October 2024 - added new brand standards and updated data periods		