

OVERVIEW OF THE ANNUAL AND CYCLICAL MONITORING AND REVIEW OF COURSES, AND APPROVAL OF CHANGES TO COURSES

1. PURPOSE

The purposes of this procedure are to provide an overview of how the RVC satisfies itself on an annual and cyclical basis that:

- (i) its courses are achieving their objectives
- (ii) quality control mechanisms are adequate
- (iii) strengths and weaknesses can be identified
- (iv) good practice and praise can be disseminated
- (v) the RVC's academic policies are being implemented
- (vi) risks can be identified and mitigated against

2. SCOPE

This procedure covers all taught courses, both undergraduate and postgraduate. It does not cover research degrees or non-award-bearing continuing education.

Monitoring and evaluation of higher education is an essential process within providers, forming a fundamental part of the academic cycle. It can, and should, look at all aspects of the higher education experience. All higher education providers are involved in course monitoring and review processes as these enable providers to consider how learning opportunities for students may be improved.

3. ASSOCIATED DOCUMENTS

- Reviews of Modules and BVetMed: Strands; Rotations and Research Project
- plus the Teaching and Learning in Higher Education (TLiHE) course, [procedure](#)
- and [forms](#)
- Student, Graduate and Employer Survey [procedure](#)
- External Examiner [procedure](#)
- Annual Quality Improvement Report [forms](#)
- Annual Quality Improvement Reporting [process](#)
- Guidelines for Periodic Review
- Design and Approval of Courses
- [Module Development and Approval](#)

4. PROCEDURE

- 4.1 All courses are monitored continuously by the Learning, Teaching and Assessment Committee (LTAC) and the Teaching Quality Committee (TQC), which monitors all aspects of teaching quality (all taught courses).
- 4.2 There is an annual cycle of monitoring courses (see Fig 1). The Course Management Committee (CMC) uses the Annual Quality Improvement Reporting process to assure itself that its courses are running successfully.
- 4.3 All of the RVC's Courses are subject to periodic review every six years. For further details, see the [Guidelines for Periodic Review](#). All required and/or recommended actions from Periodic Review reports are to be inserted into the Annual Quality Improvement Report action plan by the Course Director, once the Periodic Review report has been approved by the Teaching Quality Committee and Academic Board. Actions will be monitored through the Annual Quality Improvement Report process.

A course/programme might be excused from needing to submit an AQIR for an academic year depending upon when a Periodic Review of the course/programme takes place. Advice must be sought from the Academic Quality Manager as to whether an AQIR is to be completed. In instances where a course is excused from submitting an AQIR, the three appendices relating to the course/programme should still be produced and considered by the relevant Course Management Committee, and the associated meeting minutes be tabled at the Teaching Quality Committee.

- 4.4 Occasionally proposals are made to change a course from what had been approved at the time of validation. Depending upon the change(s) required, various stages of approval are required, (see Fig 2).
- 4.5 Where changes to a course are proposed which will significantly affect the students already registered on the course e.g. changes to the assessment or learning outcomes, the affected students must be consulted with in accordance with the General Regulations for Study and Award.

Fig1: Annual cycle of monitoring and review of courses

MONITORING & REVIEW OF COURSES

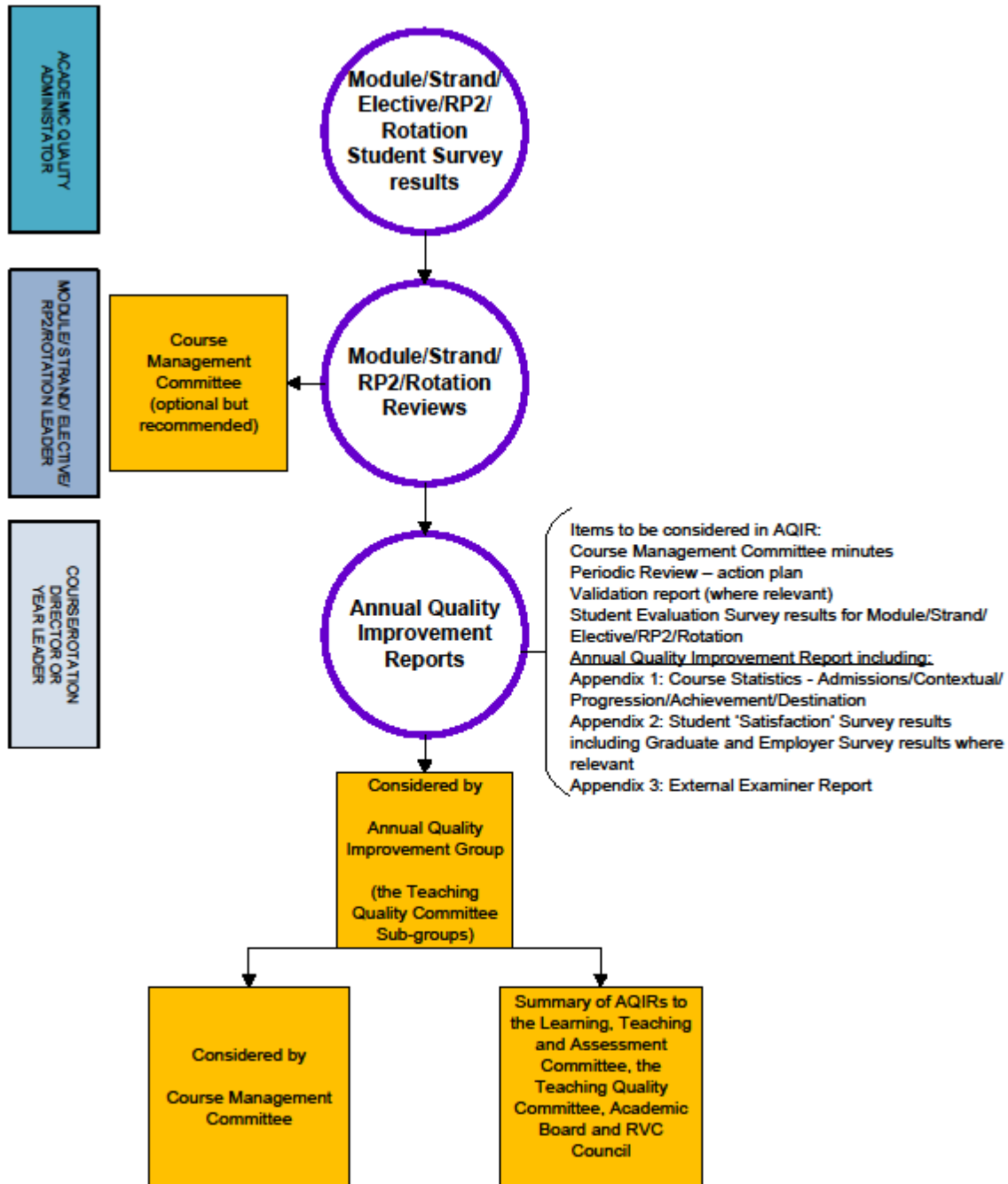
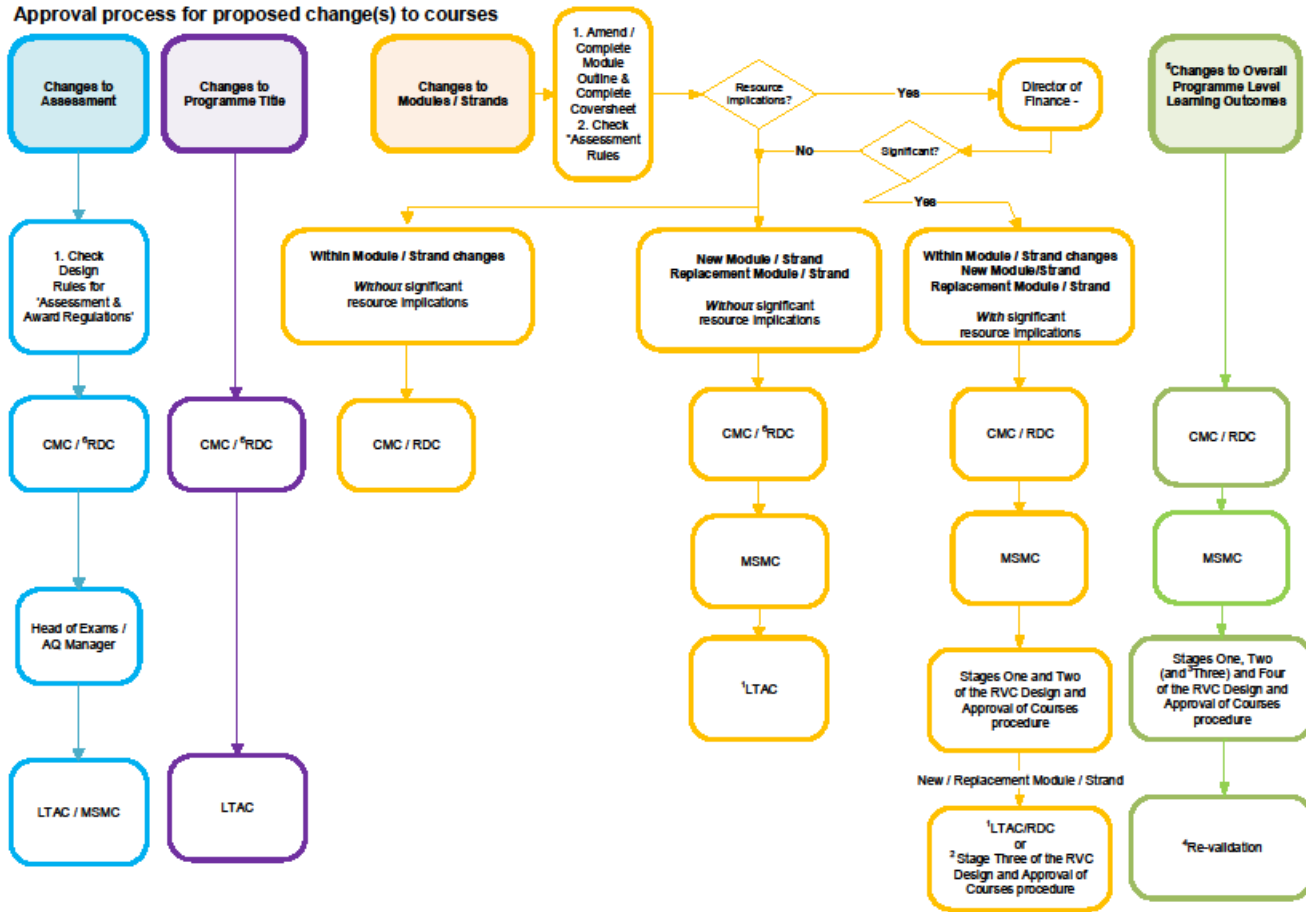


Fig2: Approval process for proposed change(s) to courses



Key and notes:

- CMC** – Course Management Committee
- MSMC** – Modular Scheme Management Committee
- RDC** – Research Degrees Committee
- LTAC** – Learning Teaching and Assessment Committee

*Assessment Rules - Guidance for design and assessment in modules (PDF)

¹New/Replacement Module/Strand proposals progressed to LTAC must be considered with the relevant minutes of the preceding CMC / MSMC meeting.

²Stage Three Approval of Courses replaces sole LTAC / RDC approval and applies only where a New / Replacement Module / Strand involves collaborative provision with a partner adjudged during initial due diligence to be “high risk” (see Collaborative Provision procedure)

³ Where the proposal is deemed as “high risk” during the Risk Assessment process and/or involves collaborative provision with a partner adjudged during initial due diligence to be “high risk”

⁴Re-validation is only required when there are changes to programme level learning outcomes. The format of re-validation (eg the membership of the panel) will vary depending on the significance of the change.

⁵Major changes to programme specifications, for example
 1. Anything that alters the overall programme level learning outcomes. 2. Major changes to course structure such as changes to core, non-core module ratio’s etc.

⁶Changes approved at RDC for the Specialist ‘Professional’ Doctorates or MRes wouldn’t also need approval of LTAC (eg changes to assessment, programme title or new /replacement modules without significant resource implications (medium change).