International College at Robert Gordon University
CPR QS2: Annual Monitoring
Version 1.17

1.   Introduction

This document sets out the ICRGU policy and procedure for annual monitoring of the College stages of pathways. The college follows the procedures of Navitas UK and Robert Gordon University.

2   Purpose

2.1   The purpose of annual monitoring is to ensure that the academic standards and quality of the provision offered by the College is maintained and enhanced. The process:
   a) provides an opportunity to review the effectiveness of a programme and the extent to which learning outcomes are being achieved;
   b) monitors student performance (pass rates, progression rates, and retention rates);
   c) monitors the performance of students once they have progressed to the University stages of the pathway through the consideration of tracer studies;
   d) considers any relevant feedback from those involved with the programme including academic staff, University moderators, and link tutors;
   e) considers feedback from students obtained primarily through module surveys and supported by the Navitas student satisfaction and alumni (graduate) surveys;
   f) identifies features of good practice;
   g) provides an opportunity to update assessment regimes, progression criteria, and content, resulting in revised Programme Specifications and DMDs;

2.2   Annual monitoring reports for the prior academic year should be submitted to the College Learning and Teaching Board (CLTB) by the agreed date. Following approval by the CLTB, the reports are forwarded to the relevant School/Faculty office of the Partner University, and presented at the Academic Advisory Committee. They are also forwarded to QaSO where any trends and common issues will be identified for action, as well as features of good practice for dissemination across the Navitas UK Colleges via the Learning and Teaching Committee.

2.3   In order to ensure consistency, a template is provided for annual monitoring reports (Form QS02).

2.4   The following is a checklist of the key sources of information:

- course performance data;
- student feedback;
- moderation reports and reports from any quality events (e.g. QAA review);
- course teams' (lecturers, academic services officers) own evaluations

3   Tracer Studies

3.1   Tracer Studies are carried out by the College to monitor the progress of students during the University stages of their degree pathways to final award. The data contributes to the consideration of the fitness for purpose and effectiveness of the College stage provision and, importantly, enables College student performance to be compared with international/EEA students recruited directly by the Partner University or via other feeder/access routes by stage of entry and cognate area.

3.2   Specifically, tracer studies aim to:

a) compile degree classification data for the following groups of students:

- students who have progressed to the University from the College;

- international/EEA students who entered directly into their degree programme at the University;
- international/EEA students who entered their degree programme via a different access route or collaborative partner institution of the University;

b) compare the results of College cohorts in each programme of study with the results of international students who joined the University through other routes;

c) compare the results of College cohorts in each programme of study with the results of the 'Home' student cohort;

d) compare the results of College cohorts with the whole cohort average.