

# Postgraduate Taught Annual Monitoring Guidance 2024-25 (reporting on 2023-24)

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## Introduction

1. Postgraduate Taught 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.

## 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. **February:** Annual monitoring report (AMR) templates, guidance and data are circulated to Directors of Postgraduate Studies (or equivalent). Data relating to student destinations is available via the Differential Outcomes dashboards in Power BI under the 'Graduate Outcomes – GOS' tab.

- ii. **February to April:** Directors of Postgraduate Studies (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. **April to June:** 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.
- iv. 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.
- v. **September:** 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 PGT annual monitoring process.

### **External Examiner reports**

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

## Achievement and progression data

7. Departments will receive an Excel workbook which provides achievement and progression data extracted from Banner. This will provide summary data and breakdowns of data by the following characteristics:

- Disability
- Fee status
- Sex
- Ethnicity

## Postgraduate Taught Experience Survey (PTES) results

8. The university participates in PTES on a biennial basis. It would be expected that departments will consider the results of the most recent PTES when completing their AMR. 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 at Question Category level
- 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, TUNDRA quintile and Index of Multiple Deprivation

9. Access to both the PTES and the Differential Outcomes dashboards will be granted to Heads of Department and Directors of Postgraduate 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](mailto:education.evaluation@imperial.ac.uk)

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