

Monitoring of undergraduate, taught postgraduate and postgraduate research programmes

Taught provision

Monitoring of undergraduate and taught postgraduate provision

Through its committee structure, the University monitors the quality and standards of its undergraduate and taught postgraduate provision on an annual cycle, drawing on core metrics, as follows:

	Measure	Definition (simplified)
a	Continuation	Proportion of students continuing their studies one year after they started their programme
b	Completion	Proportion of students who have achieved a higher education qualification (or are continuing to study for a qualification four years after they started their programme)
c	Part-to-Part progression (Undergraduate)	Proportion of students who have passed the end-of-Part assessment to progress to the next Part
d	Attainment (Undergraduate)	Proportion of students who have achieved a First or 2:1
e	Attainment (Postgraduate)	Proportion of students who have achieved Distinction or Merit
f	Graduate Outcomes	Proportion of students in graduate-level work or study 15 months after graduation

For the metrics (a)-(d) we also consider an analysis by various demographic characteristics and by subject areas.

For (a) and (b), the thresholds and benchmarks used to identify concerns are aligned with those used by the OfS. The University does not use specific thresholds or benchmarks for Progression (c) or Attainment ((d) and (e)), but refers to performance in previous years; in the case of undergraduate Attainment (degree classifications), it also refers to sector comparisons and is vigilant for evidence of grade inflation. The University considers its performance in Graduate Outcomes (f) in comparison with the sector average and the average for selected segments of the sector related to geographical region, mission, and market.

Detailed analyses of the data (a)-(e) is considered by the Sub-Committee for the Delivery and Enhancement of Learning and Teaching (DELT), which identifies areas for improvement and recommends further investigation and/or actions to address concerns. DELT reports its findings to the University Board for Teaching, Learning and Student Experience, which considers the recommendations and refers them to Schools, Functions and Teaching and Learning Deans, as appropriate, for action.

UBTLSE and DELT receive updates on actions. UBTLSE considers Graduate Outcomes (f), agrees actions, as appropriate, and receives updates on those actions.

Alongside these data, DELT considers other reports on quality and standards (including a thematic summary of External Examiners' Reports, National Student Survey and Postgraduate Taught Experience Survey results, and overview reports on partnership programmes and on apprenticeships). The process is designed to offer a holistic understanding of the University's taught provision and ensure that our programmes support all our students to succeed.

Boards of Studies and Student Experience and the School Teaching Enhancement Action Plans

Alongside the institutional review of data, Boards of Studies and Student Experience (BoSSEs), which comprise staff and students, oversee programmes within their remit. BoSSEs meet termly and, drawing on a range of internal and external data and feedback from Student-Staff Partnership Groups, reflect on, and identify actions to enhance, their programmes and the student experience. BoSSEs include a standing agenda item on the School Teaching Enhancement Action Plans (STEAPs), which promotes reflection and review of progress against objectives throughout the year. STEAPs are updated to monitor progress and to evaluate the outcomes and impact of their programme of actions; they are reviewed annually by the Pro-Vice-Chancellors (Education and Student Experience) together with the School and the Teaching and Learning Dean. The STEAPs inform resource planning and prioritisation for teaching and learning. The Pro-Vice-Chancellors (Education and Student Experience) and/or the Teaching and Learning Dean, as appropriate, maintain a dialogue through the year in relation to any areas of concern.

Further information on the development and consideration of the STEAP is available in [Monitoring and enhancing the quality of teaching, learning and the student experience](#) and [School Teaching Enhancement Action Plan Guidance](#).

Postgraduate research programmes

The University reviews the submission and success rates of postgraduate research students annually, as follows:

	Measure	Definition (simplified)
a	Submission	Proportion of students who submit their thesis within 48 months of registration (not including periods of suspension)
b	Examination outcomes	Proportion of students submitting who are awarded a doctoral award, differentiated by attempt number and, within first attempt, by amendments which had been required (none/minor/major)

Submission data (a) and Examination outcomes (b) are analysed by School, disability status, ethnicity (further analysed by UK-domiciled and non-UK domiciled), and gender.

A detailed analysis of these data is considered by the Committee for Researcher Development and Postgraduate Research Studies, which identifies areas for further investigation or action and receives

follow-up reports. Alongside these data, the Committee considers other reports on quality and standards, including an annual evaluation of supervisory arrangements and review of programme specifications. The Committee reports its findings to UBTLSE.

Governance

UBTLSE receives the reports on quality and standards for the University's taught provision and postgraduate research programmes, determines any further action, and reports on them to the Senate.

The Council, as the University's governing body, is ultimately responsible for oversight of the quality and standards of the University's educational provision. It receives annually the Annual Learning and Teaching Report, which provides an overview of the quality and standards of the University's educational provision and outlines how the students' academic experience and outcomes are being improved. The Report draws substantially on the processes described above. Council's consideration of the Report is informed by commentary on the Report from the Student Experience Committee (one of its committees) and Senate.

Student representatives sit on Council, Senate and all the committees responsible for consideration of the reports on quality and standards.

Review of processes

The University is currently reviewing its processes for the monitoring and review of taught programmes. The review includes consideration of recent regulatory changes (including the Office for Students revised B conditions of registration) and their implications for internal review and monitoring, the future of Periodic Review (which has been suspended since 2020), how the University might better use contextual information in monitoring/review, and the process for maintaining a rational portfolio of high-performing programmes.