

## Programme Monitoring and Review Procedure (ED-SOP-098)

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<b>Department</b>	Education Development
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<b>Related Documents</b>	<p>ED-Pol-097 – Programme Monitoring and Review Policy</p> <p>ED-Pol-114 – Programme Self Evaluation Policy</p> <p>QA-Pol-023 – Quality Assurance and Enhancement Policy</p> <p>ED-Pol-083 – Learner Feedback Policy and Procedure</p> <p>ED-T-036 – Programme Monitoring Plan</p>

## 1. Ongoing Monitoring

RCPI Education Programmes are subject to a schedule of ongoing monitoring agreed during the design phase by the Programme Board. The information generated by ongoing monitoring and feedback provided by different stakeholders provides rich data to the Programme Board. This includes:

- Formal learner feedback via [Evaluation Form \(ED-T-033\)](#)
- Informal learner feedback via programme staff, email or anonymous submission via VLE
- Faculty feedback – ongoing and through the Programme Board
- The [Programme Monitoring Plan \(ED-T-036\)](#) is created for the programme once the curriculum is signed off.
- Once the programme has been handed over to the Postgraduate Medical Education Centre (PMEC) to manage marketing, enrolment, delivery and assessment, the [Programme Monitoring Plan \(ED-T-036\)](#) becomes the operational responsibility of the Programme Coordinator.

Data from ongoing monitoring is considered on an ongoing basis by the Programme Board.

## 2. Learner Feedback

2.1 Examples of the type of learner feedback that are useful for ongoing monitoring are listed below:

- Experience of enrolment
- Programme information and documentation meet the needs of enrolled learners
- Programme content is fit for purpose. aligned with current and emerging evidence and intended learning outcomes
- Mode of delivery and teaching activities support learning
- Learner experience and process of learning optimally facilitated by programme Faculty
- Programme facilities – learner satisfaction
- Individual programme work – perceived value
- Assessment tasks are challenging and/or developmental
- Feedback on improvements that could be made to the programme
- Overall satisfaction levels

2.2 [Programme Evaluation Form \(ED-F-044\)](#) completed by learners at the end of each session and on completion of the programme, containing some or all of the above.

2.3 Issues and complaints, should they arise are managed in line with the [Complaints Policy and Procedure for Learners \(ED-Pol-065\)](#), ideally informally and as soon as possible. The Programme Board is kept apprised by the Manager of PMEC or designate.

2.4 There may be other aspects of learner feedback that would be useful to gather for particular programmes. This should be considered during the creation of the [Programme Monitoring Plan \(ED-T-036\)](#).

2.5 Consideration should be given to the most effective mechanism to collect the information for each programme.

### 3. Faculty Feedback

Examples of the type of faculty feedback that are useful for ongoing monitoring are listed below:

- Learners' engagement in the programme
- Informal feedback to Faculty from learners
- Faculty member experience of programme delivery
- Programme Evaluation - satisfaction with programme facilities and supports
- Programme content supports achievement of MIMLOs
- Teaching and learning activities support achievement of MIMLOs
- Programme documentation is appropriate and relevant

### 4. Programme Reports

4.1 The QA Manager, as secretary to the Academic Board, requests submission of all interim Programme Reports that are due for the upcoming meeting of the Academic Board i.e. those Programmes that have held a Programme Board meeting since the previous meeting of the Academic Board.

4.2 The QA manager reviews the Programme Report to confirm:

- All required monitoring information has been captured and included
- All feedback from learners has been addressed and the loop opened by the feedback has been fully closed as per the [Learner Feedback Policy and Procedure \(ED-Pol-083\)](#)
- Issues discussed in the report are all being addressed in line with the relevant policies and procedures
- The list of items to be tabled in the Academic Board meeting is complete

4.3 The QA manager addresses areas of concern with the relevant managers before finalising the agenda for the meeting of the Academic Board

4.4 The Programme Report review also triggers a check of the RCPI Corporate Risk Register for items that could impact on the programme.

### 5. Annual Review Process

5.1 Programme Lead

- 5.1.1 The Programme Lead provides guidance to the Education Development Manager and the QA Manager at the outset of the review and highlights any particular areas that need to be reviewed.
- 5.1.2 Once the final draft of the report has been complete the Programme Lead reviews the report before it is submitted to the Programme Board
- 5.2 QA Manager Responsibilities
- 5.2.1 As part of the annual review and preparation of the Annual Programme Board Reports the QA Manager carries out a comprehensive review of the programme against policies and procedures.
- 5.2.2 The QA manager ensure that all sources of information and data are gathered and reviewed. This includes:
- consideration of learner feedback via the Module Evaluation Form (ED-F-043) and Programme Evaluation Form (ED-F-044)
  - consideration of faculty feedback via the Programme Evaluation Form – Faculty (ED-F-044-B)
  - consideration of learner feedback via the Learner Representatives
  - consideration of RCPI staff and Teaching Faculty feedback
  - collation of data on appeals, complaints and disciplinary hearings
  - review of minor or major changes to the programme
  - verification of the constructive alignment
  - review of compliance with internal policies and procedures
  - review of programme materials
  - review of suitability of physical and virtual resources for programme delivery
  - review of adequacy of programme resourcing
  - review of learner supports accessed via the Student Support Officer
  - review of adequacy of education services
  - developments and changes in clinical related area
  - relevant pedagogical developments, particularly in the area of emerging pedagogical technologies
  - thematic analysis of trends identified
  - assessment of the effectiveness of the quality assurance system supporting the programmes
- 5.2.3 The QA Manager reviews the findings with the relevant manager. Findings that can be corrected before the preparation of the report commences are addressed by the relevant manager. Shortcomings that cannot be addressed are described in the QA section as well positive findings from the QA review.
- 5.2.4 The QA Manager in collaboration Education Development Manager makes recommendation for the Continuous Quality Enhancement Plan of the report.

5.3 Education Development Manager Responsibilities

5.3.1 The Education Development Manager works with the QA Manager in reviewing and collating review information and proposing items for inclusion on the Continuous Quality Enhancement Plan

5.3.2 The Education Development Manager reviews the Module and Programme Feedback Forms with the Programme Lead. This review feeds into the performance review of faculty in accordance with [Teaching Faculty Recruitment, Selection and Development Policy \(ED-Pol-057\)](#).