

# GLOBTER INTERNATIONAL COLLEGE

## PROCEDURE FOR PROGRAMME MONITORING

Academic Quality Assurance Document

<b>Document title</b>	Procedure for Programme Monitoring
<b>Institution</b>	Globter International College
<b>Document owner</b>	Academic Board / Quality Assurance Office
<b>Applies to</b>	All accredited programmes, departments, academic and administrative units involved in programme delivery
<b>Approval authority</b>	Principal and Academic Board
<b>Effective date</b>	Upon approval
<b>Review cycle</b>	Annual monitoring with formal review of this procedure every two years
<b>Version</b>	1.0

This procedure sets out how Globter International College monitors the quality, standards, relevance, effectiveness, and student experience of its academic programmes on a continuing basis. It provides a consistent institutional approach for collecting evidence, reviewing performance, identifying risks and enhancement opportunities, and taking action to improve teaching, assessment, student support, learning resources, employability outcomes, and programme management.

### 1. Purpose

The purpose of programme monitoring is to ensure that every programme offered by the College remains academically sound, properly resourced, aligned with institutional strategy, responsive to stakeholder expectations, and compliant with internal and external quality requirements. Programme monitoring is intended to support enhancement rather than merely compliance and shall therefore focus on evidence-informed analysis and timely action planning.

### 2. Scope

This procedure applies to all programmes offered by Globter International College, including face-to-face, blended, and online provision. It covers monitoring of programme design in practice, student progression and achievement, assessment processes, student feedback, staffing, learning resources, industry engagement, external expectations, and action taken in response to identified issues.

### 3. Guiding principles

- Programme monitoring shall be systematic, evidence-based, proportionate, and focused on continuous improvement.
- Students, staff, employers, graduates, and other stakeholders shall be given appropriate opportunities to contribute to monitoring and enhancement.
- Monitoring activities shall consider academic standards, student success, inclusivity, integrity, employability, and the effectiveness of programme management.

- Data from online and blended learning environments shall be considered alongside conventional performance indicators where relevant.
- Monitoring outcomes shall be documented clearly, tracked through action plans, and reported through the College quality assurance structure.

## 4. Responsibilities

Role / body	Key responsibilities
<b>Principal</b>	Provides institutional oversight, ensures resources for quality monitoring, and receives summary reports on programme performance and risks.
<b>Academic Board</b>	Approves institutional expectations for programme monitoring, reviews College-wide monitoring outcomes, and ensures follow-up on strategic issues.
<b>Quality Assurance Office</b>	Coordinates the monitoring calendar, templates, guidance, data collation, record keeping, and follow-up of action plans.
<b>Head of Department / Programme Leader</b>	Leads annual programme monitoring, prepares the monitoring report, consults stakeholders, and ensures implementation of agreed actions.
<b>Module Leaders and Teaching Staff</b>	Provide evaluative input on delivery, assessment, student engagement, learning resources, and enhancement actions.
<b>Administrative and Student Support Units</b>	Contribute data and analysis relating to admissions, progression, retention, student services, complaints, appeals, and support arrangements.
<b>Students and Student Representatives</b>	Provide feedback through surveys, meetings, representation on committees, and participation in enhancement discussions.
<b>Industry Partners / External Stakeholders</b>	Offer feedback on relevance, labour market expectations, placement performance, and graduate preparedness where applicable.

Where provision is delivered partly or wholly online, the monitoring process shall also consider the effectiveness of the virtual learning environment, student participation data, digital assessment arrangements, technical support, and online learner communication mechanisms.

## 5. Sources of evidence for programme monitoring

Programme monitoring shall draw on a balanced range of quantitative and qualitative evidence. The following sources should normally be considered as part of the annual monitoring cycle:

- Admissions data, entry profiles, recognition of prior learning cases, and enrolment trends.
- Student progression, retention, achievement, completion, withdrawal, and, where available, graduate destination data.
- Assessment performance, moderation outcomes, academic integrity cases, appeals, complaints, and extenuating circumstance trends.
- Student feedback from module surveys, programme surveys, focus groups, student representative meetings, and informal consultation channels.
- Teaching delivery information, module reports, staff reflections, peer observation outcomes, and curriculum enhancement proposals.

- Information on staffing levels, staff qualifications, professional development, workload issues, and support for online/blended delivery.
- Availability and use of learning resources, library services, laboratory or specialist resources, IT systems, and electronic databases.
- Input from employers, industry partners, internship supervisors, alumni, and relevant professional or regulatory expectations.
- Use of the learning management system, student access and engagement analytics, attendance or participation data, and identified at-risk patterns.

## **6. Programme monitoring cycle and procedure**

### **6.1 Monitoring calendar**

The Quality Assurance Office shall publish an annual monitoring calendar indicating deadlines for data release, completion of programme monitoring reports, committee review dates, action plan follow-up points, and reporting deadlines to Academic Board.

### **6.2 Data collection and preparation**

Relevant institutional data shall be collated by the responsible offices and made available to programme teams in a timely manner. Programme leaders should verify the completeness of the data and request clarification where anomalies are identified.

### **6.3 Programme team review**

The Programme Leader shall convene a monitoring meeting with teaching staff and relevant support personnel to review evidence from the reporting period. The meeting should evaluate strengths, risks, recurring concerns, and proposed enhancements.

### **6.4 Stakeholder input**

Student representatives and, where relevant, employers, placement providers, graduates, and advisory groups should be consulted so that the monitoring report reflects the perspectives of key stakeholders.

### **6.5 Preparation of the annual programme monitoring report**

Each programme shall produce an annual monitoring report using the approved institutional template. The report should present an evaluative summary rather than a descriptive narrative and should identify priority actions, responsible persons, deadlines, and resource implications.

### **6.6 Internal scrutiny and approval**

Completed reports shall be reviewed at department level and then submitted through the quality assurance structure for consideration by the Academic Board or delegated quality committee. Clarifications or revisions may be requested before final approval.

### **6.7 Action planning and follow-up**

Approved actions shall be entered into a programme action plan. Progress shall be monitored during the following semester or academic year, with updates reported through departmental meetings and quality assurance committees.

### **6.8 Escalation of significant issues**

Where monitoring identifies serious risks relating to academic standards, student safety, non-compliance, inadequate resources, or major decline in student outcomes, the matter shall be escalated immediately to senior management for urgent action.

## **7. Content of the annual programme monitoring report**

As a minimum, the programme monitoring report should address the following matters:

- overview of the programme and any significant changes during the reporting period;
- analysis of admissions, student profile, progression, retention, completion, and achievement;
- evaluation of teaching, learning, and assessment effectiveness;

- consideration of academic integrity, complaints, appeals, and student support matters;
- review of staffing, resources, facilities, library and digital learning support;
- analysis of student feedback and the College response to issues raised;
- commentary on employability, industry links, internships, and labour market relevance where applicable;
- review of online and blended learning performance, including engagement analytics and digital systems support;
- summary of good practice, challenges, risk areas, and enhancement priorities;
- an action plan with responsibilities, deadlines, and success indicators.

## 8. Monitoring of online and blended learning

For programmes delivered online or in blended mode, monitoring shall additionally review the accessibility and reliability of learning platforms, communication arrangements, response times to student queries, student participation in synchronous and asynchronous activities, digital assessment security, and the adequacy of technical guidance and learner support. Learning analytics should be used carefully to identify disengagement, inform early intervention, and improve the student learning experience.

## 9. Use of monitoring outcomes

Monitoring outcomes shall be used to strengthen programme quality and institutional effectiveness. The College shall use the results to inform curriculum enhancement, staff development priorities, resource allocation, risk management, student support measures, strategic planning, and preparation for internal and external review. Examples of good practice identified through monitoring should be shared across the institution.

## 10. Records and document retention

The Quality Assurance Office shall maintain secure records of programme monitoring reports, supporting evidence, minutes of review meetings, approved action plans, and progress updates. Records shall be retained in line with institutional data protection and records management requirements.

## 11. Review of this procedure

This procedure shall be reviewed periodically, normally every two years, or earlier where changes in regulation, institutional structure, delivery mode, or quality assurance expectations make revision necessary.

## Appendix A: Suggested annual monitoring timeline

Period	Activity	Responsible body
Start of academic year	Issue monitoring calendar and templates; confirm data requirements	Quality Assurance Office
End of each semester	Review module outcomes, student feedback, and urgent concerns	Programme team

Annual cycle point	Prepare and submit annual programme monitoring report	Programme Leader / Department
Following committee cycle	Review report and approve action plan	Academic Board / Quality Committee
Mid-cycle follow-up	Check progress against actions and escalate delayed items	Department / QA Office