



WC04 - Annual Monitoring

College Policy	
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Introduction

Westerfield College is committed to providing high-quality education and ensuring continuous improvement. This policy outlines our annual monitoring process.

Purpose

The primary purpose of our annual monitoring policy is to ensure continuous improvement and accountability by regularly reviewing and evaluating the college's performance. To identify areas for improvement and to inform strategic planning. To monitor teaching, learning and assessment quality and also track student achievement, progression, and destination. To ensure transparency and accountability in college operations and to also meet regulatory requirements and standards (e.g Ofsted, DfE)

Procedure

- a) Provides an opportunity to review the effectiveness of a programme and its assessment practices through data analysis. The main source of this data will include the extent to which learning outcomes and student satisfaction are being achieved (e.g., enrolment rates, satisfaction rates, pass rates, completion and withdrawal rates, progression rates and retention rates).
- b) If appropriate, allow the Colleges to review the performance and practice against the QAA Quality Code and the Office for Students (OfS) B Conditions
- c) Allows thorough analysis of the provision of findings and recommendations that will then form the basis of Annual College Action Plans
- d) Considers any relevant feedback from those involved with the programme including academic and student-facing staff, external examiners/verifiers (where they are used)
- e) Considers feedback from students obtained through Module Surveys and Annual Student Satisfaction Surveys, student forum groups, committee meetings and other relevant arenas
- f) Provides an opportunity to update assessment regimes, progression criteria and content, resulting in revised Programme Specifications and DMDs (upon approval) a template is provided for Annual Monitoring Reports (WC05 – Annual Monitoring Form).

Objectives

- Monitor student achievement and progress.
- Evaluate teaching and learning quality.
- Assess student support and well-being.
- Review leadership and management effectiveness.
- Ensure financial sustainability.

Monitoring Framework

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- a) Student Data and Outcome • Targets • Enrolment (numbers and country of origin) • Pass Rates • Retention Rates • Completion/Withdrawal Rates • Progression Rates • Student Characteristics (including gender, ethnicity and disability)
- b) Student Experience • Student Satisfaction • Student Engagement/Participation • Extra-Curricular Activities • Diversity, Equity and Inclusion • Employability, Enterprise and Entrepreneurship
- c) Learning, Teaching and Assessment • Appropriate Objectives for the Programme • QAA Alignment (where relevant) • Teaching Methods • Delivery Style • Academic Peer Review • Assessment Methods and Load • Transferable Skills • Student Expectations • Inclusivity • Academic Student Support and Intervention • Moderation and Examination
- d) SWOT Analysis • Enrolment and Orientation • Retention, Pass Rates and Progression • Developing and Improving Programmes • Student Experience and Evaluation • Concerns and Complaints • Academic Ability and Misconduct • Market Trends and Themes • Innovation Activities • Facilities • Staffing If appropriate, allows the Colleges to review the performance and practice against the QAA Quality Code and the Office for Students (OfS)
- e) Financial Management: Budget allocation and expenditure and financial sustainability
- f) Leadership and Management: Senior leadership team (Pathway leaders), Communication and collaboration, Self-evaluation and improvement

Monitoring Timeline

September: Review previous year's data and set targets.

October–February: Monitor student progress and teaching quality.

March–April: Evaluate student support and leaders

May–June: Review financial management and sustainability.

July: Compile annual monitoring report.

Responsibilities

Principal: Overall monitoring and evaluation.

Pathway Leaders: Departmental monitoring.

Teachers: Student progress and teaching quality.

Support Staff: Student support and well-being.

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Policy Review

This policy will be reviewed every two years by the Academic Board unless there are internal or legislative changes necessitating an earlier review.

Version History

No	Revised on	Version	Changes	Approved by	Date of Approval	Revised by
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