

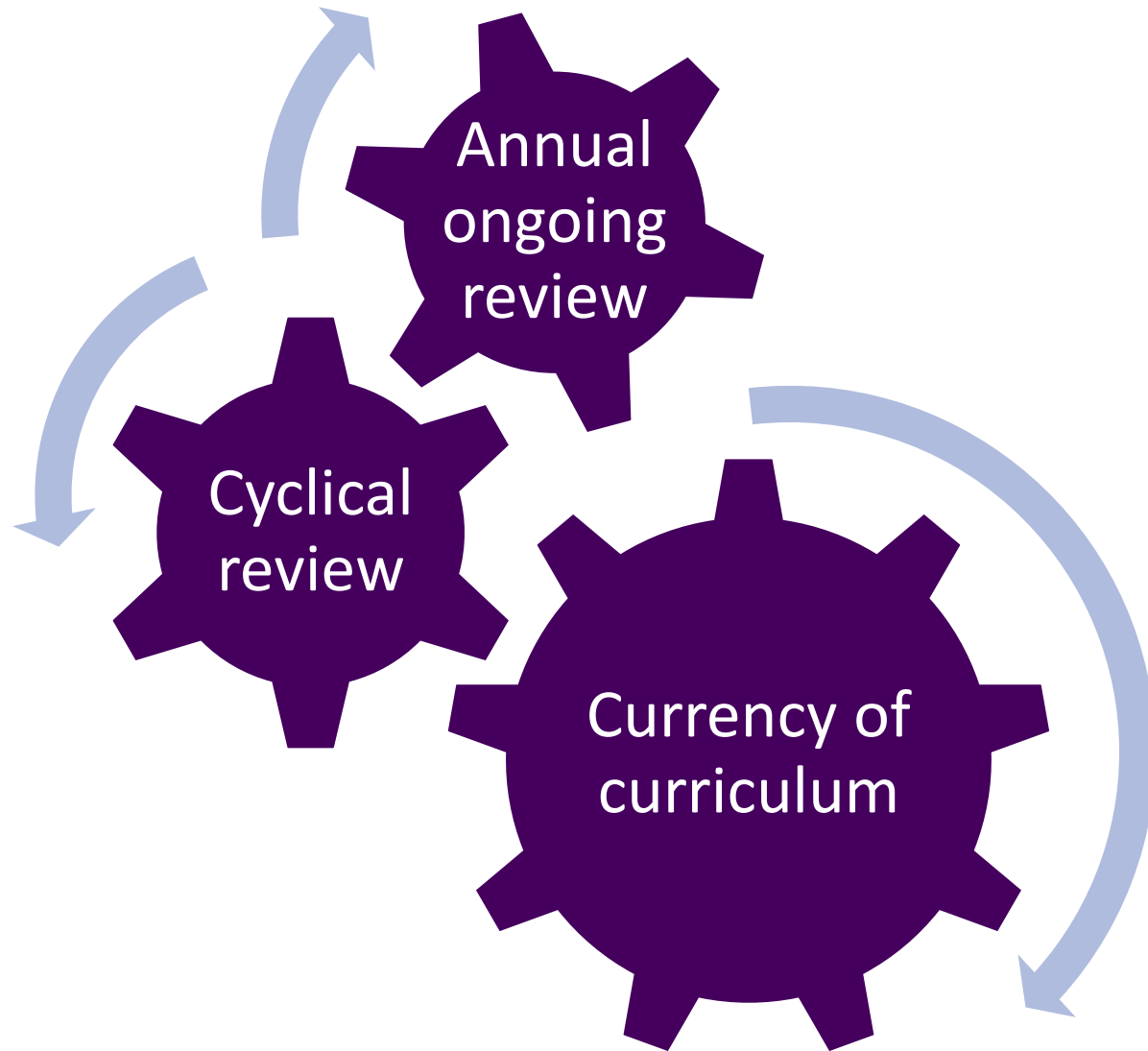


# Approaches to monitoring, review and evaluation

Dr Demelza Curnow, Lead Quality Manager  
PSRB Forum, 11 December 2024

# Brief background

- Shared topic of interest for both organisations
- Universities UK: suggestion that only a third of providers in England still carried out periodic review activity
- QAA and QSN began to work together early 2023
- Launched the project at QSN annual conference September 2023
- Outputs published 11 September 2024



## Areas of focus

- Different approaches
- Relationship between activities (where more than one of these is in use)
- What is the unit for review?
- What is the purpose?



## Headline summary:

Broadly, the sector is pretty much aligned for annual activity but there is divergence in periodic activity





# Project outputs



## Three resources published

- Summary report
- Choosing your approach
- Planning your approach



### **QAA and QSN publish monitoring, evaluation and review resources**

11/09/2024

[View more >](#)



# Summary report

Includes definitions of:

- monitoring
- reviewing
- evaluating



# Summary report: overarching trends

Approaches to the annual cycle of monitoring and review are data-driven and outcomes-focused, supporting an 'exceptions' approach

The 'annual review versus continuous review' debate is an artificial distinction

There is greater delegation of responsibility for oversight, particularly where there are no indicators of concern

Institutional focus is moving away from programme-level to module-level monitoring





# Summary report: overarching trends

Annual activity often follows a risk-based approach, with cross-institutional intervention and support where KPIs are below a threshold

Monitoring and review activities are secure but evaluation is sometimes missing

The greatest diversity in practice relates to periodic or cyclical internal (institution-led) review but the majority of providers still operate some form of in-depth, evaluative review on a periodic basis



# Choosing your approach

1. Annual and continuous monitoring



2. Periodic institution-led review



3. Curriculum currency and revalidation



# Choosing your approach

## 1. Annual and continuous monitoring



- 1.1 Annual monitoring versus continuous monitoring
- 1.2 Recognising enhancement in an assurance-based approach
- 1.3 Delegated and centralised approaches
- 1.4 Working with multiple accrediting organisations
- 1.5 Accommodating different internal timescales for different types of provision



# Choosing your approach

## 2. Periodic institution-led review



- 2.1 Reviewing all academic provision within a single academic session
- 2.2 A collaborative staged approach to periodic review
- 2.3 Operating a flexible cycle length
- 2.4 Other opportunities for flexibility in approach
- 2.5 Integrating activity with planning cycles to avoid duplication
- 2.6 Alternative approaches

# Choosing your approach

## 3. Curriculum currency and revalidation



3.1 Continuous validation

3.2 Reapproval through a periodic review

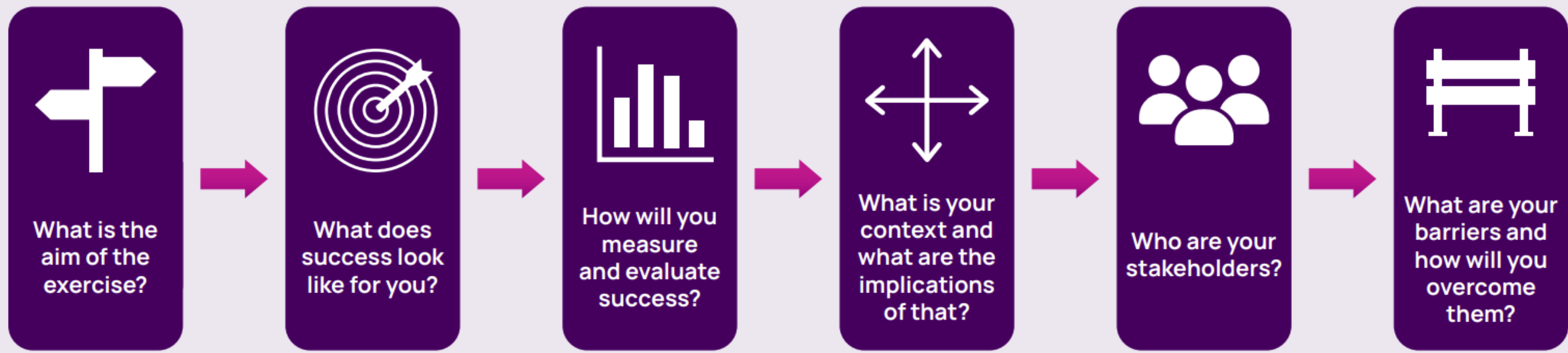
3.3 Reapproval determined by modifications

3.4 Lifecycle review outside of subject annual and periodic review activity

# Planning your approach

## Primary questions:

- 1 What is your strategy?
- 2 Who are your students?





# Thank you

[qaa.ac.uk](http://qaa.ac.uk)

© The Quality Assurance Agency for Higher Education 2024  
Registered charity numbers: 1062746 and SC037786