Annual Monitoring and Review (AMR)

Handbook

October 2015
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What is Annual Monitoring and Review?

Annual Monitoring and Review (AMR) is:

1. one of three main processes for assuring the quality and standards of academic activities (the others being Initial Approval and Periodic Review);

2. an annual process which primarily aims to:
   i. monitor and review academic standards and quality;
   ii. monitor and review the student learning experience and to ensure sufficiency for the achievement of programme learning outcomes;
   iii. monitor and review progress towards achievement of the University's strategic objectives;

3. an academic process which combines School and Partner monitoring and not only affirms academic quality and standards but also provides an opportunity for the exploration and consideration of enhancement opportunities;

4. based around 3 main stages:
   i. checking;
   ii. reviewing/reflecting;
   iii. forward looking;

5. a process which is underpinned by monitoring and review activities undertaken at various levels. Following a School-wide overview and analysis, outcomes are summarised in the School Review and Evaluation Report;

6. a dynamic process which is marginally paper-based but primarily focused on a discussion with each School;

7. a process that purposefully links assurance with enhancement (as per the Scottish Quality Enhancement Framework) and integrates current procedures, which are related, but separate; eg review of, and discussion on: Learning & Teaching Key Performance Indicators; School enhancement plans; progress towards the implementation of the University's Learning and Teaching Strategy.
The Annual Monitoring and Review Process (stages)

The AMR process comprises of a number of stages which are detailed in the table below, along with those involved in preparing for or completing each of the stages. More detailed information on each of the stages is provided in subsequent sections of this handbook (hyperlinked from the table). Please see Appendix 1 for the AMR timeline.

<table>
<thead>
<tr>
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<td>• Director of Academic Quality</td>
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<td>• School AMR Co-ordinator</td>
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<td>Summary Report to Quality &amp; Standards Committee/Learning &amp; Teaching Board</td>
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<td>QSC; LTB; Senate; UE</td>
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<td>Follow-up on Actions</td>
<td>Clerks to QSC/LTB Schools</td>
<td>Other groups/individuals as appropriate</td>
<td>June onwards</td>
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STAGE 1: BRIEFING SESSIONS

There will be annual briefing sessions (run by the Academic Registry) for key participants in the AMR process, particularly School AMR Co-ordinators and Associate Deans, but also QSC and LTB members.

STAGE 2a: PARTNER ANNUAL MONITORING AND REVIEW (PAMR)

(i) Issue of PAMR Report Templates

In October of each year, Academic Registry will pre-populate the PAMR report template (Appendix 2a) with core information (such as partner name, location, programme title/award) and send it to Schools for completion.

(ii) Completion and submission of PAMR Report Templates

The University has an extensive network of academic partners who deliver academic programmes to students. Such activities are considered 'high risk' as there may be issues arising which may impact on the student learning experience and which are outside the University's direct control.

These high risk activities are annually monitored under an additional Partner Annual Monitoring and Review (PAMR) process, which feeds into and informs the School Annual Monitoring and Review process explained later in this Handbook (Stage 3).

PAMR monitors learning supported by partners, as listed below. Further guidance (and templates where relevant) for the completion and submission of PAMR reports is available at Appendices 3 to 6, or by selecting the hyperlinked heading below.

1. Approved Learning Partners (ALPs) (Appendix 2)
   An institution which has been approved to deliver a franchised programme, whereby the curriculum, the approach to teaching, style of learning, and form of assessment are determined by the University, but the teaching is undertaken by the partner institution.

2. Joint Collaborative Partners (JCPs) (Appendix 3)
   A partnership with one or more, other higher education institutions (each with its own degree-awardign powers), to offer a joint programme leading to a joint or dual award.

3. Validation Partners (VPs) (Appendix 4)
   A partnership with an institution or organisation, whereby the programme is developed, delivered and assessed by the partner, but has been assured by the University of an appropriate quality and standard to lead to a University award or credit. Validation partners managed at the School level are monitored under the PAMR process. University level partners are monitored by a University level Validation Committee.

Narrative within the PAMR report should be the outcome of discussions between the School and Learning Partner. Following the completion of each PAMR report and the School's subsequent review of each report (as detailed within Appendices 3 to 6), final documentation should be submitted to Academic Registry by 31 January each year. Overall outcomes following a School's review of all partnership arrangements should be summarised within the School-level Review and Enhancement Report.

(iii) University-level Review of PAMR

In October of each year, Academic Registry will pre-populate the PAMR report template (Appendix 2a) with core information (such as partner name, location, programme title/award) and send it to Schools for completion.

1. All relevant documentation such as reports, minutes and response letters (as determined by the type of partnership and detailed within Appendices 3 to 6) should be submitted to the Academic Registry by 31 January.
2. Academic Registry will undertake a review to extract non-academic issues and forward these to the appropriate forum/person for action.

3. Academic Registry will proportionally allocate all partner reports to the four Associate Deans for review. The Associate Deans will provide comments on an Action Form template (Appendix 6). If a report is considered satisfactory, the comment may be as simple as stating that fact. More detailed comments are required only when identifying specific issues that have not been addressed by the School.

4. The Deputy Principal (Learning & Teaching) will review individual reports only where issues have been highlighted for attention by the Associate Deans.

5. Following the Associate Deans’ review of the reports, Academic Registry will produce a summary of comments and issues which will inform the forthcoming discussion meetings with individual Schools.

6. Following the University-level review of reports and associated documentation, the Action Form will be countersigned by the Deputy Principal (Learning & Teaching).

6a. For Approved Learning Partners:
Academic Registry will send a copy of the completed, signed Action Form to the School. The School will provide feedback directly to the Partner on completion of the process.

6b. For Joint Collaborative Partners:
The Deputy Principal (Learning & Teaching) will countersign the response letter produced by the School. Academic Registry will send the response letter to the Partner and send a copy of the completed, signed Action Form to the School.
STAGE 2b: SCHOOL ANNUAL MONITORING AND REVIEW (SAMR)

(i) Issue of the School-level Review and Enhancement Report Template (SRER)

Academic Registry will distribute to Schools the School-level Review and Enhancement Report (SRER) template (Appendix 5a) for completion, along with Key Performance Indicator data (provided by the Planning Office) which is required for Part 1 of the template.

(ii) Completion and Submission of SRER

1. The SRER template should be completed with School-level information only; separate discipline reports should not be submitted, nor should the SRER template be used to report separate discipline information. The information should be a higher level summary following a School's review of individual discipline/programme reports.

2. Prior to completing the SRER template, the School will undertake a review of all its programmes, delivered on and off-campus, by all modes of delivery. This will include a review of its partnership arrangements as per the Partner Annual Monitoring and Review process (see Stage 2 above). The outcomes of all these reviews will inform the completion of the SRER template, which should be a School-level summary.

3. The SRER template will be completed following a self-evaluation process, analysing both past and planned activity within a five-year context. The report will include the following:
   a. A review of activities across all locations and modes of delivery:
      - Student Performance and Achievement
      - Core Academic Activity
      - Feedback: Students/Staff/External Examiners/PSRBs
   b. Summaries, following the review of all high risk activities (multi-location, multi-mode delivery). This will include outcomes following a review of partnership arrangements which will have been undertaken separately.
   c. Progress towards the implementation of the University's Learning and Teaching Strategy.
   d. A review of School's Enhancement Activities/Plans.

4. A guidance note is available for completing the SRER template (see Appendix 5) to help Schools to provide the type of information required by the Quality & Standards Committee and the Learning & Teaching Board, in relation to both assurance and enhancement.

5. Against each category within the SRER, Schools will identify any issues and specify intended actions, or if appropriate, insert a "no issues" comment. Every category should be completed, so that it is clear the School has considered the category, and it has not been inadvertently omitted.

6. The final column within the report template is for Schools to record progress towards intended actions. This column should be completed as part of the next year’s AMR process. In this way, the monitoring and review loop will be closed.

7. Schools may, if they wish, incorporate an additional Action Plan, featuring topics that are essential for their own monitoring purposes. This should be submitted as an addendum to the main Review and Enhancement Report.

8. The completed SRER should be submitted to Academic by 31 January (see Appendix 1 for all AMR timescales).

(iii) University-level Review of SRER

1. Following the receipt of the School's Review and Enhancement Reports (31 January), Academic Registry will undertake a review to extract non-academic issues which will be forwarded to the appropriate forum/person.
2. All six School reports will be reviewed by the Deputy Principal (Learning & Teaching), the Head of Academic Quality and the Quality Assurance Manager. Following the review, they will recommend key themes for inclusion in the annual discussion agenda and issues for the University-level action plan. Using a common, standard agenda template, Academic Registry will produce agendas for individual discussion meetings which will incorporate recommended key themes by the University’s review team, School staff and the School Officer.
**STAGE 3: ANNUAL DISCUSSIONS**

1. Following the submission of the PAMR and SRER reports, and the completion of the University-level review process (stage 3), individual School meetings will take place. Discussions, which will relate to the School as a whole and to partnership activities, will include Key Performance Indicators, assurance and enhancement activities, and progress towards the implementation of the University’s Learning and Teaching Strategy.

2. The meeting will be attended by School staff (as determined by the School but suggested below), University review staff and a student representative. The agendas will be structured so as to discuss management-related and student-related issues separately, allowing the School Officer to join the meeting at the appropriate point.

   i. Head of School
   ii. Director of Learning and Teaching
   iii. Director of Academic Quality
   iv. School AMR Co-ordinator
   v. School Officer
   vi. Deputy Principal (Learning and Teaching)
   vii. Head of Academic Quality
   viii. Quality Assurance Manager
   ix. Academic Registry AMR Co-ordinator

SRER reports and in advance of the meetings taking place, Academic Registry will produce, and invite Schools to contribute towards, an agenda.

3. The following are common, standard agenda items, for annual discussion meetings which must be included as a minimum; other topics may be added as appropriate.

   i. the School Review and Enhancement Report, which will be the main focus of discussions (KPIs, assurance and enhancement matters, including the Dubai and Malaysia Campuses and the summary of partnership issues);
   ii. issues and actions related to annual monitoring;
   iii. Enhancement of the ALP and IDL student learning experience;
   iv. School Learning and Teaching Strategy/Enhancement Plan (including progress following enhancement workshops conducted as part of the Academic Review process);
   v. School’s progress towards the implementation of the University’s Learning and Teaching Strategy.

4. Outcomes from the discussion meetings will be captured by the Academic Registry, which will inform, in a general way, the production of a University level AMR summary report for approval by University Committees (see Stage 4 below).

**STAGE 4: APPROVAL BY UNIVERSITY COMMITTEES**

1. Academic Registry will produce a single University AMR summary report and a University-level action plan, for submission to the Quality & Standards Committee (QSC) and the Learning & Teaching Board (LTB).

2. The Senate and the University Executive will receive the summary report, along with further recommendations following consideration by QSC and LTB respectively.

3. The summary report also informs the discussions undertaken during the University’s annual meeting with the Quality Assurance Agency.
# STAGE 5: FEEDBACK AND FOLLOW-UP ON ACTIONS

1. Outcomes following Committee approval will be reported to Schools by Academic Registry.
2. Schools should provide appropriate feedback to Learning Partners.
3. The Clerks to QSC and LTB will manage the University actions and report progress to the relevant Committees.
4. The Schools will manage School-level actions and report progress through the next year’s AMR submission.

## Arrangements for:
- Degree Entry Programme (Dubai)
- Foundation Programme (Malaysia)

For the Degree Entry Programme (DEP) Dubai, and the Foundation Programme (FP), Malaysia, the standard AMR process, as described above, should be followed, with exception to the minor revisions outlined below. These exceptional arrangements are necessary as the programmes are not managed by a single School.

1. **School-level Review and Enhancement Report (SRER) Template**

   A Programme-level Review and Enhancement Report (PRER) Template will be completed (which is an adapted version of the SRER; see Appendices 5b and 5c). Reviews of the programmes should be undertaken in a similar way to programme reviews undertaken within Schools. Following a detailed review, higher level, common issues (rather than individual, lower-level operational issues) should be summarised within the PRER template (although, re-occurring, lower-level issues may consequently become a higher-level concern and would therefore be reported).

2. **Approval Routes**

   Internal structures within Schools provide a formal mechanism for the approval of the SRER prior to submission at the University level. The DEP (Dubai) and FP (Malaysia) are not managed from within one School, therefore separate arrangements were approved by the Quality and Standards Committee for approving reports prior to submission.

   a. **Degree Entry Programme (Dubai)**
      - The PRER template will be completed by the Degree Entry Programme Team, led by the Head of Programme.
      - The PRER report will be signed off by the Head of Programme and the Head of Campus before being submitted to Academic Registry.

   b. **Foundation Programme (Malaysia)**
      - The PRER report template will be completed by the Foundation Programme Team, led by the Head of Programme.
      - The PRER report will be signed off by the Head of Programme, submitted to the Board of Studies for approval and then signed off by the Head of Campus, before being submitted to Academic Registry.
### AMR Timeline

| September          | - Academic Performance Review data (provided by Planning Office) and Learning & Teaching Strategy objectives to be input by Academic Registry into SAMR report template;  
|                   |   - Core information (e.g., Partner name/location; programme title/award) to be input by Academic Registry into Partner report template. |
|                   | - There will be an annual briefing session (run by the Academic Registry) for key participants in the AMR process, particularly School AMR Co-ordinators and Associate Deans, but also QSC and LTB members. |
| October           | - SAMR and PAMR report templates to be issued by Academic Registry to Schools; Schools to collaborate with partners in producing PAMR reports. |
| End January       | - SAMR and PAMR reports to be submitted by Schools to Academic Registry. |
| February          | - PAMR reports are reviewed by Associate Deans and Academic Registry.  
|                   | - SAMR reports are reviewed by: Deputy Principal (Learning & Teaching); Head of Quality; Quality Assurance Manager. |
| Mid-February to mid-March | - Deputy Principal (Learning & Teaching), Quality Assurance Manager (Clerk to QSC) and Head of Academic Quality (Clerk to LTB) to meet with each School, to discuss AMR matters, enhancement, KPIs and the implementation of the Learning & Teaching Strategy. |
| April QSC/LTB meetings: | - Summary report on SAMR and PAMR outcomes (including University level actions);  
|                   |   - QSC confirms process is robust and focuses on assurance matters;  
|                   |   - LTB confirms progress being made towards Learning & Teaching Strategy objectives, and focuses on enhancement matters. |
| May Senate/University Executive meetings | - The Senate and the University Executive will receive the summary report, along with further recommendations following consideration by QSC and LTB respectively. |
| June onwards:     | - Progression of University level actions (as managed by Clerks to QSC & LTB) and of School actions (as managed by Schools); escalation by DP (L&T) to the Senate or University Executive, if appropriate. |
GUIDANCE: Approved Learning Partners

Stage 2a (ii): Completion and Submission of Partner Reports

This guidance note refers to the Annual Monitoring and Review process for Approved Learning Partners (ALPs).

1. In October of each year, Academic Registry will pre-populate the PAMR report template (Appendix 2a) with core information (such as partner name, location, programme title/award) and send it to Schools for completion.

2. Completion of the PAMR report should be a collaborative process, involving both School and partner. Both parties should authorise the final version of the report prior to submitting it to Academic Registry by 31 January (see Appendix 1 for all AMR timescales).

3. The PAMR report template will be completed following a self-evaluation process, analysing both past and planned activity. Outcomes of the whole PAMR review process will inform the completion of the main SAMR report.

4. All sections of the PAMR report template should be completed. If a particular section is not relevant this should be stated, so that it is clear that information has not been inadvertently omitted.

5. Detailed below are the headings of each section within the PAMR template, along with brief guidance for completing each of the sections. It should be noted that additional sections required by the School or Learning Partner may be added to the template as required; no sections should be removed or re-ordered.
   a. Student Progression and Retention
      This section should be completed as per the column headings, in order to provide a clear overview of the number of total/active students, progressions, awards and withdrawals. Figures for the current and previous academic session should be provided in order that a comparison may be made. High failure rates for specific courses should be commented on (ie >10%), and reasons for withdrawals or non-completions should be given.
      
      The IDL section is exceptionally for specific partners supporting Edinburgh Business School students.

   b. Graduate Employment
      This section can be used to provide information (not necessarily statistical) on employment obtained by students, upon completion of their programme. If students are already in employment, details could include opportunities that have arisen for promotion or further career development, as a result of completing the programme.

   c. Staff/Tutor Feedback
      This section should include feedback from staff/tutors, raised throughout the year but also raised specifically as part of the annual review process. Issues raised should be reviewed and appropriate action identified. This section should also record outcomes following the consideration of staff development and training requirements.

   d. Student Feedback, Support and Guidance
      This section should include a summary of feedback raised by students following a review of comments submitted through all student feedback mechanisms, including staff/student committees. Issues requiring attention should be included, along with intended action for resolution and details of how the outcomes will be fed back to students.
      
      Details of (and reasons for) major changes to policies or procedures underpinning student feedback, support and guidance processes should be discussed within this section.
e. **Learning Resources**
   This section should include comments on the adequacy of resources that are available to support students throughout their programme of study. This may include: issues of concern; plans for improvement; resources that exceed expectations.

f. **Enhancement**
   This section should be used to detail any planned developments for enhancing the delivery of the programme and consequently the students' learning experience. It may also be appropriate to comment on recent developments and their success.
   *Schools should comment on the contribution to objectives set out in the Learning and Teaching Strategy Operational Plan and/or on a designated enhancement theme.*

g. **Other Developments or Changes**
   This section should be used to report any significant changes that have taken place since the previous year’s report, in relation to, but not exclusively: the organisational structure of the partner; national or local regulatory requirements; new partnerships; new programmes.

h. **Other Information**
   This section allows for the partner and School to provide feedback on other areas not previously addressed within the report template.

i. **Action Plan**
   The Partner and School should complete and agree upon an action plan, detailing issues and intended actions, as a result of completing monitoring activities such as programme/course monitoring, student feedback and External Examiner reports. The final column within the ‘Action Plan’ section is for the recording of progress towards intended actions. This column should be completed as part of the next year’s AMR process. In this way, the monitoring and review loop will be closed.

6. The partner and School will submit the completed PAMR report to Academic Registry by **31 January** of each year.

Refer back to the main AMR Handbook for the next stage of the process (Stage 2a (iii) University-level Review of PAMR Reports).
PARTNER ANNUAL MONITORING AND REVIEW (PAMR)
ACADEMIC YEAR 2015-2016
REPORT ON APPROVED LEARNING PARTNER (ALP)

REFER TO APPENDIX 2 OF THE AMR HANDBOOK FOR GUIDANCE
https://www.hw.ac.uk/services/academic-registry/quality/qa/annual-monitoring.htm

**Procedure for Completion of Report**

1) Reports are to be completed collaboratively between the Partner and the School.
2) The Partner and School should complete an action plan to address issues identified within the report (Section 8).
   The previous year's action plan should also be submitted detailing progress made.
3) The report and action plan should be authorised by both the Partner and the School and submitted to Academic Registry by 31 January 2017.

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</tbody>
</table>

<table>
<thead>
<tr>
<th>IDL students (studying through an ALP)</th>
<th>2014-2015</th>
<th>2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total registered</td>
<td>No of active students (this year)</td>
<td>Passes (% of overall assessments this year)</td>
</tr>
<tr>
<td>f. Comment on any high failure rates (&gt;10%) in any course.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Comment on student retention and give details of reasons for withdrawals or non-completion</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Graduate Employment
   a. Include a summary of relevant information on employment or promotion/career development opportunities following completion of programme(s).

3. Staff/Tutor Feedback
   a. State any general concerns raised by staff/tutors.
   b. Comment on how significant issues raised by staff/tutors will be addressed.
   c. Comment on the requirement for and availability of staff/tutor development and training.

4. Student Feedback, Support and Guidance
   a. Provide a summary of feedback raised by students, both positive comments and issues requiring attention.
   b. Comment on how significant issues raised by students will be addressed and how the outcomes will be reported back to students.
   c. Comment on any other issues of concern, relating to feedback, support, guidance.
   d. Comment on (and reasons for) any major changes undertaken to policies/procedures that underpin student feedback, support and guidance processes (including complaints).

5. Learning Resources
   Comment on the availability of adequate resources to support students throughout their programme of study.

6. Enhancement
   Provide details of any developments to enhance the delivery of the programme and the students' learning experience. The School should comment on the contribution to objectives set out in Learning and Teaching Strategy Operational Plan or on a designated enhancement theme.
7. Other Developments / Changes

Provide details of any significant changes that have taken place since the last reporting period, such as:

- organisational structure
- national local regulatory requirements
- new partnerships
- new programmes
- other

8. Other Information

Provide details of any other feedback you wish to give.

9. Action Plan(s)

The Partner and School complete the action plan (below) to summarise issues raised within the report and provide details of intended actions. The previous year’s action plan should also be provided, with details of progress made.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>School Commentary and Issues</td>
<td></td>
<td>To be completed</td>
</tr>
<tr>
<td>9b. Action Plan 2015-16</td>
<td>Intended Actions</td>
<td>Progress Towards Actions</td>
</tr>
<tr>
<td>School Commentary and Issues</td>
<td></td>
<td>(Unless carried over to next session)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Partner and School agree with the content of this report and action plan, both of which have been collaboratively produced.

Authorised by (forms may be returned in hard copy or by email)

<table>
<thead>
<tr>
<th>Programme Director at ALP (Please type name and/or electronic signature prior to submission)</th>
<th>Name : and/or Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme Director at HWU</td>
<td>Signature:</td>
<td>Date</td>
</tr>
<tr>
<td>Director of Academic Quality or Director of Learning &amp; Teaching</td>
<td>Signature:</td>
<td>Date</td>
</tr>
</tbody>
</table>

Documentation to be returned to: Academic Registry by 31 January 2017
GUIDANCE: Joint Collaborative Partners (JCPs)

Stage 2a (ii): Completion and Submission of Partner Reports

This guidance note refers to the Annual Monitoring and Review process for Joint Collaborative Partners (JCPs).

1. Following meetings of the Board of Studies and following a self-evaluation process, analysing both past and planned activity, an annual monitoring and review report will be prepared by the Board of Studies which is signed off by the lead institution and an action plan agreed with all partners.

2. In summary, the report should:
   a. record the outcomes of a review of the programme's activity over the previous year;
   b. reflect upon the year's activities, contrasting and comparing to previous years (at least two);
   c. provide details of any developments to enhance the delivery of the programme and the students' learning experience.

3. The activities being reviewed should include:
   a. Recruitment and admission of students
      • Numbers, along with an analysis of the numbers over the previous two years.
   b. Progression and retention
      • Numbers, along with an analysis of the numbers over the previous two years. This should include progression, awards, high failure rates and non-completion rates.
   c. Resources to operate the programme
      • Information on the availability of adequate resources (staff and material) to support students throughout their programme of study. This may also include: issues of concern; plans for improvement; resources that exceed expectations.
   d. Student feedback
      • Feedback raised by students, both positive comments and issues requiring attention.
      • Comment on how significant issues raised by students will be addressed and how the outcomes will be reported back to students.
      • Comment on any other issues of concern, relating to feedback, support, guidance.
      • Comment on (and reasons for) any major changes undertaken to policies/ procedures that underpin student feedback, support and guidance processes (including complaints).
   e. Actions
      • A review of follow-up actions, agreed in response to monitoring activities such as programme/course monitoring, student feedback and External Examiner reports.
   f. Graduate employment
      • Include a summary of relevant information on employment obtained on completion of programme(s), or other information as relevant, eg opportunities that have arisen for promotion or further career development.
   g. Modifications, Developments, Enhancement
      • Provide details of any developments to enhance the delivery of the programme and the students' learning experience.
      • The School should comment on the contribution to objectives set out in the Learning & Teaching Strategy Operational Plan or on a designated enhancement theme.
   h. Tuition Fees
      • Recommendations on the level of tuition fees and the distribution of tuition fees and share of student load.

4. The report will be submitted to the School at Heriot-Watt University by a deadline set by the School, regardless of whether or not Heriot-Watt is the lead institution.
5. The School will review the report and prepare a 'letter of response' to the collaborative partners(s) or a 'courtesy letter' to the lead institution (see Appendices 3a and 3b). The outcomes of the School's review of the report will inform the completion of the main SAMR report.

6. The report and response letter will be reviewed by the Associate Deans and Deputy Principal (Learning & Teaching) (see main AMR Handbook, stage 2(ii) 'University-level Review of Partners Reports').

7. In order to prevent the delay of providing feedback to partners following the review of the report, the School will post the response/courtesy letter immediately, prior to the University-level scrutiny process taking place. The response/courtesy letter will advise that the report and letter have yet to be reviewed by the University and, upon completion, satisfaction with the report/letter will be confirmed as appropriate.

8. The School will submit the report and response/courtesy letter to Academic Registry by 31 January of each year.

9. Refer back to the main AMR Handbook for the next stage of the process (Stage 2a (iii) University-level Review of PAMR Reports).
JOINT COLLABORATIVE PARTNER RESPONSE LETTER (LEAD)
Template to be used if HWU is the lead institution

(print on letterhead)

[date]

[Name & Address of Joint Collaborative Partner]

Dear [main contact at Collaborative Partner]

Annual Report, 20xx/20xx: [Name of Programme/Course]

[insert appropriate text:

If HWU is the lead institution, the letter should be addressed to the Collaborative Partner and copied to other involved collaborative partners. The letter should inform what steps HWU is taking to address issues raised in the report.]

Annual reports are important to the University and will be reviewed by the Dean and Deputy Principal (Learning & Teaching). The review process can take some time and can involve detailed discussions across the University. Once the review process is complete, the Deputy Principal (Learning & Teaching) will forward to you a copy of this letter with the section below completed to either confirm that all matters have been properly addressed or to provide you with further feedback.

Yours sincerely

[Name of DoLT or Head of School]
[Director of Learning & Teaching / Head of School]
[Institute / School]

Completion of Review Process

☐ The Partner Annual Monitoring and Review process for 20xx/20xx is now complete. The University confirms that the School/Institute has satisfactorily addressed all issues raised in the report.

☐ The Partner Annual Monitoring and Review process for 20xx/20xx is now complete. In addition to the initial feedback provided above, further information is attached. The University confirms that all issues raised in the report have now been addressed satisfactorily.

Signed: .......................... Professor J W Sawkins
Deputy Principal (Learning & Teaching)

Date: ........../........./.........
JOINT COLLABORATIVE PARTNER COURTESY LETTER
TEMPLATE TO BE USED IF HWU IS not THE LEAD INSTITUTION

(print on letterhead)

[date]

[Name & Address of Joint Collaborative Partner]

Dear [main contact at Collaborative Partner]

Annual Report, 20xx/20xx: [Name of Programme/Course]

[insert appropriate text:]

The School should produce a courtesy letter addressed to the lead institution, acknowledging sight of the report and suggesting/asking how HWU might contribute towards addressing issues raised in the report. Copy letters might be sent to other involved partners (at School’s discretion).

Annual reports are important to the University and will be reviewed by the Dean and Deputy Principal (Learning & Teaching). The review process can take some time and can involve detailed discussions across the University. Once the review process is complete, the Deputy Principal (Learning & Teaching) will forward to you a copy of this letter with the section below completed, if appropriate further feedback might be provided.

Yours sincerely

[Name of DoLT or Head of School]
[Director of Learning & Teaching / Head of School]
(Institute / School)

Completion of Review Process

☐ The Partner Annual Monitoring and Review process for 20xx/20xx is now complete. The University confirms that the School/Institute has satisfactorily responded to issues raised in the report.

☐ The Partner Annual Monitoring and Review process for 20xx/20xx is now complete. In addition to the initial feedback provided above, further information is attached. The University confirms that the School/Institute has satisfactorily responded to issues raised in the report.

Signed: ................................. Professor J W Sawkins
Deputy Principal (Learning & Teaching)

Date: ....../....../........
GUIDANCE: Validation Partners (VPs)

Stage 2a (ii): Completion and Submission of Partner Reports

This guidance note refers to the Annual Monitoring and Review process for Validation Partners (VPs).

1. Following a self-evaluation process, analysing both past and planned activity, the Validation Partner will prepare an annual monitoring and review report for submission to and consideration by the Validation Committee.

2. In summary, the report should:
   i. record the outcomes of a review of the programme’s activity over the previous year;
   ii. reflect upon the year’s activities, contrasting and comparing to previous years (at least two);
   iii. provide details of any developments to enhance the delivery of the programme and the students’ learning experience.

3. The report should include information on the following:
   a. Recruitment and admission of students
      • Numbers, along with an analysis of the numbers over the previous two years.
   b. Progression and retention
      • Numbers, along with an analysis of the numbers over the previous two years. This should include progression, awards, high failure rates and non-completion rates.
   c. Resources to operate the programme:
      • Information on the availability of adequate resources (staff and material) to support students throughout their programme of study.
   d. Student feedback
      • Feedback raised by students, both positive comments and issues requiring attention.
      • Comment on how significant issues raised by students will be addressed and how the outcomes will be reported back to students.
      • Comment on any other issues of concern, relating to feedback, support, guidance.
      • Comment on (and reasons for) any major changes undertaken to policies/procedures that underpin student feedback, support and guidance processes (including complaints).
   e. Actions
      • A review of follow-up actions, agreed in response to monitoring activities such as programme/course monitoring, student feedback and External Examiner reports.
   f. Graduate employment
      • Include a summary of relevant information on employment obtained on completion of the programme, or, other information as appropriate, e.g. opportunities that have arisen for promotion or further career development, as a result of completing the programme.
   g. Modifications, Developments, Enhancements
      • Provide details of any developments to enhance the delivery of the programme and the students’ learning experience.
      • The School should comment on the contribution to objectives set out in Learning and Teaching Strategy Operational Plan or on a designated enhancement theme.

4. The annual report will be considered by a meeting of the Validation Committee, after which the report and the minutes of the meeting will be submitted to the School (by a deadline set by the School).

5. After reviewing the report and minutes, the School will prepare a response letter to the Validation Partner (see template at Appendix 4a). The outcomes of the School’s review will inform the completion of the main SAMR report.
6. The report and response letter will be reviewed by the Associate Deans and Deputy Principal (Learning & Teaching) (see main AMR Handbook, stage 2(ii) 'University-level Review of Partners Reports').

7. In order to prevent the delay of updating the validation partner on the outcomes of the review process, the School will post the response letter immediately, prior to the University scrutiny process being undertaken. The response letter will advise that the report, minutes and letter have yet to be reviewed by the University and, upon completion, satisfaction with the review process will be confirmed as appropriate.

8. The School will submit the report, minutes and response letter to Academic Registry by 31 January of each year.

9. Refer back to the main AMR Handbook for the next stage of the process (Stage 2a (iii) University-level Review of PAMR Reports).
VALIDATION PARTNER RESPONSE LETTER TEMPLATE

(print on letterhead)

[date]

[Name & Address of Validation Partner]

Dear [main contact at Validation Partner]

Annual Report, 2015/2016: [Name of Programme/Course]

[insert appropriate text:

The letter should inform what steps HWU is taking to address issues raised in the report.]

Annual reports are important to the University and will be reviewed by the Associate Deans and Deputy Principal (Learning & Teaching). The review process can take some time and can involve detailed discussions across the University. Once the review process is complete, the Deputy Principal (Learning & Teaching) will forward to you a copy of this letter with the section below completed to either confirm that all matters have been properly addressed or to provide you with further feedback.

Yours sincerely

[Name of DoLT or Head of School]
[Director of Learning & Teaching / Head of School]
[Institute / School]

Completion of Review Process

☐ The Partner Annual Monitoring and Review process for 2015/2016 is now complete. The University confirms that the School/Institute has satisfactorily addressed all issues raised in the report.

☐ The Partner Annual Monitoring and Review process for 2015/2016 is now complete. In addition to the initial feedback provided above, further information is attached. The University confirms that all issues raised in the report have now been addressed satisfactorily.

Signed: ..............................................Professor J W Sawkins
Deputy Principal (Learning & Teaching)
Stage 2b (ii): Completion and Submission of School-level Review and Enhancement Report

GUIDANCE: School-level Review and Enhancement Reports (SRERs)

The following is a brief guidance note for completing the School-level Review and Enhancement Report (SRER), the template which is provided at Appendix 5a. Please also refer to the main AMR Handbook: Stage 2b(ii), Completion and Submission of School-level Review and Enhancement Report.

The School should submit the completed SRER template to Academic Registry by 31 January.

GENERAL

Schools will undertake a review of all its programmes, delivered on and off-campus, by all modes of delivery. This will include a review of its partnership arrangements as per the Partner Annual Monitoring and Review process. A self-evaluation process, should be undertaken, analysing both past and planned activity within a five-year context.

The outcomes of the review and analysis should be summarised within the School-level Review and Enhancement Report. A brief commentary on the results should be provided (within the 'School Commentary and Issues' column) which may include favourable comments or issues of concern. More detailed discussion of the issues raised will take place during the annual discussion meeting.

Where issues are reported, the School should provide brief details of intended actions to address such issues (within the 'Intended Actions' column).

A 'Progress Towards Actions' column is provided for completion during the next AMR cycle, in order to demonstrate progress taken and in order to close the monitoring and review loop.

PART 1: REVIEW (QUALITY ASSURANCE)

All Modes and Locations

- This section of the template should be completed following a review and analysis of provision across ALL locations and modes of delivery.
- Schools should ensure that the review includes an evaluation of the extent to which their own policies and procedures take account of the Expectations and Principles of the Code of Practice for the Management of Multi-Location, Multi-Mode Programmes.

1. Student Performance and Achievement

   For each of the topics within this section, Academic Registry will distribute Key Performance Indicator, data provided by the Planning Office. The School should undertake an analysis of the figures provided, making a comparison with previous years' figures.

   The specific topics for review under this section are:
   
   - Entry Qualifications
   - Assessment
   - Retention/Progression
   - Degree Awards (optional)
   - Graduate Employment

2. Core Academic Activity

   The School should undertake a review of all core academic activity, undergraduate, postgraduate taught and postgraduate research, and summarise the outcomes within this section. Topics for review could include (but

---

1 Although the University tracks the percentage of good degrees, the data is not used for any specific process. Schools may wish to comment upon the distribution of awards across classifications within the SRER template (as felt appropriate) but it is not a mandatory requirement.
are not exclusive):

- curriculum;
- resources;
- academic practice.

### 3. Feedback

This section should be completed following a review and analysis of the feedback submitted by (for example but not exclusively) students, staff and external examiners. It may be appropriate to include feedback received from other stakeholders such as employers and Professional Statutory and Regulatory Bodies.

As a minimum expectation, student feedback mechanisms listed below should be considered. Feedback obtained through other mechanisms should also be considered, such as Student/Staff Liaison Committees and Student Representation Systems.

<table>
<thead>
<tr>
<th>Feedback Mechanism</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation Level Course Feedback Surveys</td>
</tr>
<tr>
<td>Undergraduate Course Feedback Surveys; National Student Survey; Dubai NSS Type Survey</td>
</tr>
<tr>
<td>Postgraduate Taught Course Feedback Surveys; Postgraduate Taught Experience Survey</td>
</tr>
<tr>
<td>Postgraduate Research Course Feedback Surveys; Postgraduate Research Experience Survey</td>
</tr>
</tbody>
</table>

### Multi-Campus Delivery

*(ie, delivery at any of the five campus locations)*

This section of the template provides an opportunity to highlight issues or good practice that are specifically related to multi-campus delivery or specific to one particular campus, and which have not already been mentioned in the previous sections.

1. Campus Specific Issues
2. Student Transfers Between Campuses

### Off-Campus Provision

*(ie, any other provision not delivered at one of the five campus locations)*

Following a review of all its activities, the School should analyse review outcomes for off-campus provision and may wish to highlight within this section, issues or good practice, that are specific to a particular provision, which have not already been mentioned in previous sections.

1. Independent and Distance Learners
2. Exchange Students
3. Students on Industrial Placements
4. Articulation Partnerships
5. Approved Learning Partnerships
6. Joint Collaborative Partnerships
7. Validation Partnerships
8. Off-Campus Postgraduate Research Students
PART 2: ENHANCEMENT

1. Progress towards the University's Learning and Teaching Strategy

The University's overall priorities for the strategic enhancement of learning and teaching are embedded within the University's Learning and Teaching Strategy, 2013-2018. Enhancement activities being undertaken in pursuit of achieving the specific aims and objectives of the Strategy are outlined within individual School Learning and Teaching Strategy and Enhancement Plans. The document should be appended to the SRER and progress with activities, in pursuit of implementing the overall Strategy, will be discussed during the annual discussion meeting.

2. School-specific Enhancement Activities

The School will review School-specific enhancement activities undertaken in pursuit of achieving School-specific aims and objectives, in relation to all locations and modes of study.

Within this section, Schools should ensure that the enhancement of the learning experience of ALP and IDL students is addressed.

3. Examples of Good/Innovative Practice

This section of the form should be used by Schools to report examples of good practice or innovation, which can then be discussed in greater detail at the annual discussion meeting and recorded within the summary report for dissemination across the University.

4. Current Key Topics and Issues

This section of the form provides the School with an opportunity to list key topics and issues which may or may not have previously been raised within the form. These may then be discussed in greater detail at the annual discussion meeting.

Refer back to the main AMR Handbook for the next stage of the process - Stage 2b (iii), University-level Review of School-level Review and Enhancement Reports.
Statement by Head of School and Director of Academic Quality/Director of Learning and Teaching

This Self-Evaluation Summary and the accompanying Report and Action Plan have been considered and approved by the School’s Management Team and relevant School Committees.

This Self-Evaluation Summary and the accompanying Report and Action Plan synthesise internal monitoring at the discipline level and present an overall review of provision at the School level, including all academic activities, high risk provision and enhancement plans.

Signature of Head of School

Date

Signature of Director of Academic Quality/Learning and Teaching

Date

Submission of Report

Please return completed reports to: Jacqui Stewart, Academic Registry, no later than 31 January 2017.

Annual AMR Discussion

There will be an annual discussion meeting (mid-February to mid-March) to discuss AMR between the School’s senior staff and the University’s review team. The meeting will have an Assurance and an Enhancement purpose. Topics to be covered will include:

- the School Review and Enhancement Report, which will be the main focus of discussions (KPIs, assurance and enhancement matters, including the Dubai and Malaysia Campuses and the summary of partnership issues);
- issues and actions related to annual monitoring;
- Enhancement of the ALP and IDL student learning experience
- School Learning and Teaching Strategy/Enhancement Plan
- School’s progress towards the implementation of the University’s Learning and Teaching Strategy.
- Key themes identified by the AMR Review Team and the School

Additionally, a summary of comments provided by Associate Deans following a review of Partner Reports will be provided.
## PART 1: REVIEW (QUALITY ASSURANCE)

<table>
<thead>
<tr>
<th>Area for Monitoring and Review</th>
<th>School Commentary and Issues</th>
<th>Intended Actions</th>
<th>Progress Towards Actions (to be completed next AMR cycle)</th>
</tr>
</thead>
</table>

### ALL MODES AND LOCATIONS
- This section should be completed following a review and analysis of provision across **ALL locations and modes of delivery**.
- Schools should ensure that the review includes an evaluation of the extent to which their own policies and procedures take account of the Expectations and Principles of the [Code of Practice](#) for the Management of Multi-Location, Multi-Mode Programmes.

#### Student Performance and Achievement
- Following an analysis of statistics, making comparisons with previous years' figures.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Entry Qualifications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Retention/Progression</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 4 | Degree Awards  
(Schools may wish to comment upon the distribution of awards across classifications but it is not a mandatory requirement) |   |   |
| 5 | Graduate Employment |   |   |

#### Core Academic Activity
- Following a review of all core academic activity, undergraduate, postgraduate taught and postgraduate research. Topics for review could include (but are not exclusive): curriculum; resources; academic practice.

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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Undergraduate</td>
<td></td>
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<tr>
<td>2</td>
<td>Postgraduate Taught</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Postgraduate Research</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### PART 1: REVIEW (QUALITY ASSURANCE)

<table>
<thead>
<tr>
<th>Area for Monitoring and Review</th>
<th>School Commentary and Issues</th>
<th>Intended Actions</th>
<th>Progress Towards Actions (to be completed next AMR cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Feedback</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Following a review and analysis of feedback submitted by (for example but not exclusively) students, staff and external examiners. As a minimum expectation, student feedback mechanisms listed within the accompanying guidance document should be considered.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Feedback from Students</td>
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<tr>
<td>2. Feedback from Staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Feedback from External Examiners</td>
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<td></td>
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</tr>
<tr>
<td>4. Feedback from PSRBs</td>
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</tr>
</tbody>
</table>

**MULTI-CAMPUS DELIVERY** *(ie, delivery at any of the five campus locations)*

- This section should be used to provide additional comments in relation to issues that are specifically related to multi-campus delivery or specific to one particular campus and which have not already been mentioned in the previous sections.

1. Campus specific issues

2. Student transfers between campuses

**OFF-CAMPUS PROVISION** *(ie, any other provision not delivered at one of the five campus locations)*

- This section should be used to provide additional comments in relation to issues that are specific to off-campus provision and which have not already been mentioned in the previous sections.

1. Independent and Distance Learners

2. Exchange Students

3. Students on Industrial Placements
## Part 1: Review (Quality Assurance)

<table>
<thead>
<tr>
<th>Area for Monitoring and Review</th>
<th>School Commentary and Issues</th>
<th>Intended Actions</th>
<th>Progress Towards Actions (to be completed next AMR cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Articulation Partnerships</td>
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<tr>
<td>5. Approved Learning Partnerships</td>
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<td></td>
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<tr>
<td>6. Joint Collaborative Partnerships</td>
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<td></td>
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<tr>
<td>7. Validation Partnerships</td>
<td></td>
<td></td>
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<tr>
<td>8. Off-Campus PGR Students</td>
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</tbody>
</table>
PART 2: ENHANCEMENT

Progress towards the University’s Learning and Teaching Strategy

The School’s Learning and Teaching Strategy and Enhancement Plan should be appended to this document, and progress towards the implementation of the University’s Learning and Teaching Strategy will be discussed during the annual discussion meeting.

<table>
<thead>
<tr>
<th>School-specific Enhancement Activities/Plans</th>
<th>Activity</th>
<th>School Commentary and Issues</th>
<th>Intended Actions</th>
<th>Progress Towards Actions (to be completed next AMR cycle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Delivery</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>2</td>
<td></td>
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<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Off-Campus Provision</td>
<td>1</td>
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<td>2</td>
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</tbody>
</table>

Examples of Good/Innovative Practice (*summarised*)

<table>
<thead>
<tr>
<th>Campus Delivery</th>
<th>Off-Campus Provision</th>
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</thead>
<tbody>
<tr>
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Current Key Topics and Issues (*summarised*)

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<th>Campus Delivery</th>
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Heriot-Watt University Annual Monitoring and Review
Degree Entry Programme, Dubai
Programme-level Review and Enhancement Report

<table>
<thead>
<tr>
<th>Programme</th>
<th>Degree Entry Programme</th>
<th>AMR Co-ordinator</th>
<th>Mr Rajinder Kumar Sharma, Head of Programme</th>
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<tbody>
<tr>
<td>Session</td>
<td>Submission Date</td>
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PART 2: ENHANCEMENT

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Examples of Good/Innovative Practice
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Current Key Topics and Issues
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Heriot-Watt University Annual Monitoring and Review
Foundation Programme, Malaysia
Programme-level Review and Enhancement Report

Programme | Foundation Programme, Malaysia | AMR Co-ordinator | Dr Joanne Rajadurai, Head of Programme
Session | | Submission Date |

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**Examples of Good/Innovative Practice**

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**Current Key Topics and Issues**

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### Examples of Good/Innovative Practice
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### Current Key Topics and Issues
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### ACTION FORM FOR PARTNER ANNUAL MONITORING AND REVIEW 2015-2016

#### EXTERNAL PARTNERS – Approved Learning Partners / Collaborative Partners

---

**PLEASE USE BLACK INK AS FORM MAY BE PHOTOCOPIED.**

**ALL REPORTS, SUBSEQUENT CORRESPONDENCE AND ENQUIRIES SHOULD BE RETURNED OR FORWARDED TO JACQUI STEWART, AMR CO-ORDINATOR, ACADEMIC REGISTRY (ext 3369, J.Stewart@hw.ac.uk)**

**ALL DOCUMENTATION SHOULD BE RETURNED TO JACQUI STEWART BY 31 JANUARY 2017**

<table>
<thead>
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#### ASSOCIATE DEAN

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#### DEPUTY PRINCIPAL (LEARNING & TEACHING)

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**Final Stages of process**

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<td>Date</td>
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<tr>
<td></td>
<td>Feedback to Approved Learning Partner</td>
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