GUIDANCE: Joint Collaborative Partners (JCPs)

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, e.g., 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).