

**Continual Monitoring, Evaluation & Enhancement**

# FACULTY JOURNAL

# Guidance

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| **Owner:** Quality Support Service**Version number:** V1 02**Effective date:** Sept 2023 (Academic Year 2023-24)**Date of next review:** *This document is part of the University Quality Handbook, which governs the University’s academic provision.* |

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| 1. **Overview**
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This guidance document is designed to support the completion of the Faculty Journal, covering:

* the process for completion of the Faculty Journal
* key themes and evidence for inclusion
* where to find advice and guidance.

The Faculty Journal is a key part of the University’s Continual Monitoring, Evaluation and Enhancement Process (CMEE). CMEE enables the University to assure the maintenance of academic standards and enhance the quality of learning opportunities for students. As a dynamic process the CMEE facilitates responsive evaluation, feedback and action planning to support ‘real time’ enhancement.

*For further information on where to find information on the overarching approach to CMEE please see Section 4 of this document.*

The completion of the Faculty Journal is the responsibility of the Faculty Education and Student Experience Committee (FESEC) with oversight from the Associate Deans for Education and Student Experience. The Faculty Journal is a ‘live’ document that is updated by FESEC throughout the academic year, enabling timely reflection, intervention and effective enhancement activity. Any matters for escalation arising from FESEC and/or the CMEE process are reported to the University Education Student Experience Committee (ESEC) throughout the year.

Whilst the process of CMEE is continual, the Faculty Journal must be submitted annually to the Quality and Standards Committee (QSC) as the Faculty’s main reporting mechanism to assure the maintenance of its academic standards and to assure and enhance the quality of learning opportunities for students. The Faculty Journal should be submitted to the February meeting of the Quality and Standards Committee. The Faculty Journal informs the annual Institutional Report to Council.

Faculty Journals must demonstrate oversight of:

* the academic quality and standards of programmes
* the dissemination of effective practice and enhancement activity within the Faculty
* the identification of effective practice and enhancement activity worthy of wider dissemination
* actual/anticipated impact on the student learning experience
* action plans to address any areas for development.

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| 1. **2. Completion of the Faculty Journal**
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The Faculty Journal is completed using a set template. *For information on where to access the template please see the Further Advice and Guidance Documents section of this document.* FESEC is responsible for completion of the Faculty Journal.

Although the submission of this Faculty Journal is annual, the completion of the journal is continual, and any matters for note will be actively monitored throughout the year by FESEC. Enhancement themes and actions are discussed at FESEC throughout the year. Any matters for escalation arising from the CMEE process will be reported to ESEC throughout the year.

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| 1. **3. Themes and Evidence for Inclusion**
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The below sections cover the main areas for inclusion in the Faculty Journal.

When completing the Faculty Journal, evidence should be provided to support cited areas of effective practice or innovation.

1. **Academic quality and standards of programmes**
* Please identify how the faculty ensures the maintenance of academic standards across its provision through robust and informed processes governing programme design and approval, external examining, and professional accreditation etc. In particular:
	+ How many programmes have been developed and/or suspended during this session? Have all programmes completed the Transforming Programmes process?
	+ How many External Examiner reports have been received and responded to by the faculty?
	+ Highlight\* any University level issues that need to be considered in relation to external examiners.
	+ Have there been any changes to Professional Statutory Regulatory Body (PSRB) accreditations which need addressing within programme(s)?
	+ Are there any negative/positive patterns of academic misconduct worthy of note?
	+ How many academic appeals has the faculty responded to? Have any patterns/observations been identified in relation to the nature of appeals cases?

\**through completion of the tracker.*

1. **Effective practice and enhancement activity**
* Please identify how the faculty recognises and celebrates effective practice across its provision.
* For example, what did the faculty identify as effective practice in the previous session? How has this effective practice been utilised? Has it been successful?
1. **Key themes and trends**
* Reflecting on Programme Journals (completed by Programme Directors) please summarise any themes and trends which are worthy of note and any significant issues which may require university intervention.
* Please summarise any themes and trends, which the faculty would value the opportunity to explore further with colleagues from other faculties/collaborative partners.
* Please highlight any themes or trends identified by external examiners across the Programme Journals.
1. **Student learning experience**
* Please summarise how the faculty responds to student feedback?
* Please highlight any themes or trends identified across Programme Journals.
* Has the faculty received any student complaints this session? How are these managed/monitored?
* Please note any issues which cannot be resolved within the faculty.
1. **Other**
* Personal Supervision – please provide oversight of the implementation, operation and enhancement of Personal Supervision, aligning to the [Code of Practice- Personal Supervision](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality) (specific guidance in Annex B). In addition, please report on Mandatory Training engagement (Personal Supervision Training, Supporting the Distressed Student) per subject area\*.
* Please detail any other areas of practice identified as worthy of note, or requiring enhancement.

\*Training Event Attendance dashboard in HUMID.

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| 1. **4. Further Advice and Guidance Documents**
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* University Code of Practice: Continual Monitoring, Evaluation and Enhancement
* Programme/Portfolio Journal
* Faculty Journal
* Continuing Monitoring, Evaluation and Enhancement Process Chart

*The above documents are available on the University of Hull Quality and Standards webpages under the* [*Monitoring and Enhancement*](https://www.hull.ac.uk/choose-hull/university-and-region/key-documents/quality) *section.*

* Please contact qss@hull.ac.uk with any queries relating to the CMEE process in general and/or the documents listed above.
* For general advice and guidance on approaches to monitoring and evaluation please see [UK Quality Code - Advice and Guidance - Monitoring and Evaluation](https://www.qaa.ac.uk/en/quality-code/advice-and-guidance/monitoring-and-evaluation)

Feedback on this document is welcomed and should be sent to quality@hull.ac.uk