AUTONOMOUS ORGANIZATION OF EDUCATION
NAZARBAYEV UNIVERSITY

ANNUAL PROGRAM MONITORING POLICY

Approved by the resolution of the Academic Council of
the autonomous organization of education "Nazarbayev University"
Minutes # 15 of 26. 11. 2014

2014

CONTENT

1. General Provisions

1. The Annual Program Monitoring Policy (hereinafter – APM) of the autonomous organization of education "Nazarbayev University" (hereinafter – NU) sets out the basic principles of and procedures for incremental, annual improvement in program quality under the NU Quality Enhancement Framework[1].

2. Annual monitoring, and the subsequent enhancement of academic quality, is a fundamental element of quality assurance under the Bologna Process. The European Association for Quality Assurance in Higher Education stresses that 'institutions should have formal mechanisms in place for the approval, periodic review and monitoring of their programs and awards.' [2]

3. Regular, program-focused evaluation will lead to greater certainty about the strengths of NU delivery and to the identification of best practice. Furthermore, it will identify areas for improvement, modification and renewal, and will build both student and public confidence in NU academic policies and procedures. Published monitoring reports resulting from annual monitoring should be available to program delivery teams, academic management and students.

2. Overview

4. The primary purpose of APM is to provide an academic quality 'health-check' for all taught programs and their constituent courses; it also helps to maintain currency of programs after initial approval. In order for effective APM to take place, academic management should be clearly focused at the program level. Such a focus ensures that:

1) program aims and learning outcomes are being delivered successfully, and
2) students graduate in demonstrable possession of NU's Graduate Attributes[3] (as a consequence of clear alignment of program outcomes with the graduate attributes).

5. Following APM, Schools can take corrective action where evidence indicates that this is necessary, but they can also identify, promote and share good practice. APM should then serve as a genuine aid to Schools in enhancing the quality of their provision by:

1) eliciting reflection on issues arising in the previous academic year;
2) enabling feedback from students, staff and external examiners/reviewers to be considered;
3) emphasizing action to be taken on issues arising;

[1] Nazarbayev University Academic Quality Framework (5/3/2014)
[2] Standards and Guidelines for Quality Assurance in the European Higher Education Area. European Association for Quality Assurance in Higher Education, Helsinki, Finland, 2005.
[3] Nazarbayev University Graduate Attributes, 2013.

4) disseminating good practice.

6. Whilst the program level is the primary unit of analysis, course-level, school-wide and institution-wide issues must be identified and resolved, and good practice should be appropriately disseminated across the whole university.

7. Appendix 1 is an illustrative example of an academic management, committee and reporting structure capable of delivering effective academic program management and consistent quality enhancement at NU. The structure enables academic quality to be visibly, effectively and appropriately managed at the institutional, school, program and course levels.

8. It should be noted that the terminology used for roles and committees within each School may differ from that presented here, but it is expected that responsibilities and outputs will be consistent. Appendix 2 describes the terminology used in this document and the alternative names currently used in NU Schools.

3. Purposes of Annual Program Monitoring

9. The purposes of the APM process are to:

1) continually and systematically use data as a basis for improving the learning experience for our students;
2) promote consistency in quality monitoring processes across NU and ensure that procedures are in place to identify and act upon any themes which emerge;
3) provide evidence that NU's internal quality assurance and enhancement processes are robust, efficient and effective;
4) enable NU to meet both internal and external requirements (e.g. accreditation, Bologna Process adherence) for an annual monitoring procedure which is embedded, ongoing and sufficiently robust to withstand external scrutiny;
5) scrutinize the effectiveness of teaching, learning and assessment methods, especially in relation to intended learning outcomes;
6) monitor student performance and achievement, including the extent to which they are attaining learning outcomes;
7) integrate student input and feedback into the university's quality enhancement procedures.

10. APM should, as a minimum, consider the following:

1) student performance and progression data;
2) student feedback on faculty and the program;
3) faculty feedback on the program and student performance;
4) comments of external examiners and other external/internal reviewers.

11. The program monitoring process will ultimately also involve an augmented review ('Periodic Review' in the NU Academic Quality Framework) conducted every five years in order to enable program managers to evaluate the impact of cumulative, incremental change over a longer review period, and to identify actions that will result in further enhancement of the student learning experience.

4. Structural Organization

4.1. Reporting Structure

12. The annual academic quality monitoring process should be conducted in a consistent and systematic way across NU through the employment of four levels of reporting, namely: the course level; the program level; the school level and the institutional-level. Figure 1 illustrates the reporting structure.

13. The templates at Appendices 3-5 set out the core reporting requirements, but may be built upon or adapted by Schools to reflect the particular requirements of their disciplines. Within the process, issues are discussed through committees, action is taken at the appropriate level and upward reporting is confined to issues which can inform discussion at the next level. This culminates in the production of an annual NU Quality Enhancement Plan presented to Academic Council for approval.

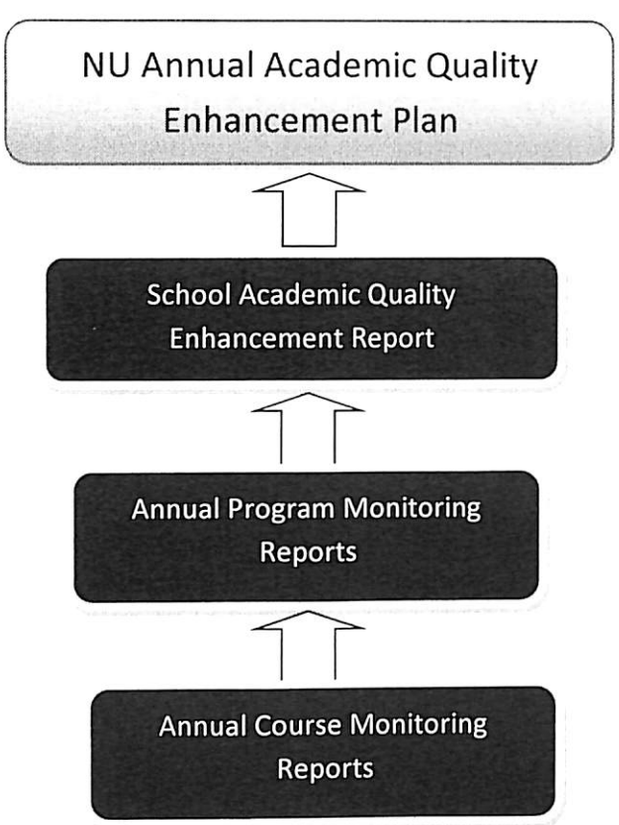

Figure 1. Reporting Structure

4.2. Committees and Individuals Responsible

4.2.1. Course Level

14. A Course Committee addresses issues at this level. Faculty and support staff involved in course delivery should participate in the committee, which should also have student representation.

15. Individual courses will be managed by Course Leaders, who are responsible for the delivery and academic development of individual courses of study.

16. Course Leaders will produce an Annual Course Monitoring Report (Appendix 3) which contributes to the Annual Program Monitoring Report.

4.2.2. Program Level

17. Each taught program of study will be managed by a Program Director, who is responsible for the delivery, quality assurance and quality enhancement of an individual program of study.

18. The Program Director will establish a Program Committee, comprising all course leaders, other contributing staff (e.g. TAs, IT, laboratory and library staff) and student representatives.

19. The Program Committee should meet formally at least twice a year. These meetings should be minuted and the proceedings archived and published.

20. An initial meeting early in the Fall Semester should consider all data and information arising from the previous academic year, including module/course monitoring reports. At this point, the Annual Program Monitoring Report (Appendix 4) will be produced, together with an agreed Action Plan for implementation for the current academic year.

21. The APMR will be submitted to the School Learning and Teaching Committee (or equivalent body) for consideration and appropriate action.

22. A meeting mid-way through the Spring Semester should then consider and formally report progress against the agreed Action Plan.

4.2.3. School Level

23. The School Learning and Teaching Committee holds responsibility (on behalf of the Dean of School) for the quality of academic delivery across the School. The Vice Dean Teaching and Learning normally chairs this committee.

24. The School will submit an annual School Quality Enhancement Report (Appendix 5) to the Academic Quality Sub-Committee for consideration and action. This will consist of a summary of the actions arising from all the School's Annual Program Monitoring Reports.

25. The committee also addresses broader issues such as admissions, induction and resources, and implements School-wide quality enhancement actions.

4.2.4. Institutional level

26. Academic Quality Sub-Committee (AQSC) receives all School Quality Enhancement Reports. It then develops and recommends institutional quality enhancement actions through the annual NU Quality Enhancement Plan (NUQEP), which is submitted to Academic Council for approval.

27. Academic Council will receive the annual NUQEP and ensure that agreed actions are communicated to the NU Learning and Teaching Committee and other bodies as appropriate.

28. The NU Learning and Teaching Committee, chaired by the Vice Provost Academic Affairs, is responsible for the NU Learning and Teaching Strategy and implementation/dissemination of identified academic quality enhancements arising from the NUQEP.

Appendix 1
to the Annual Program Monitoring Policy
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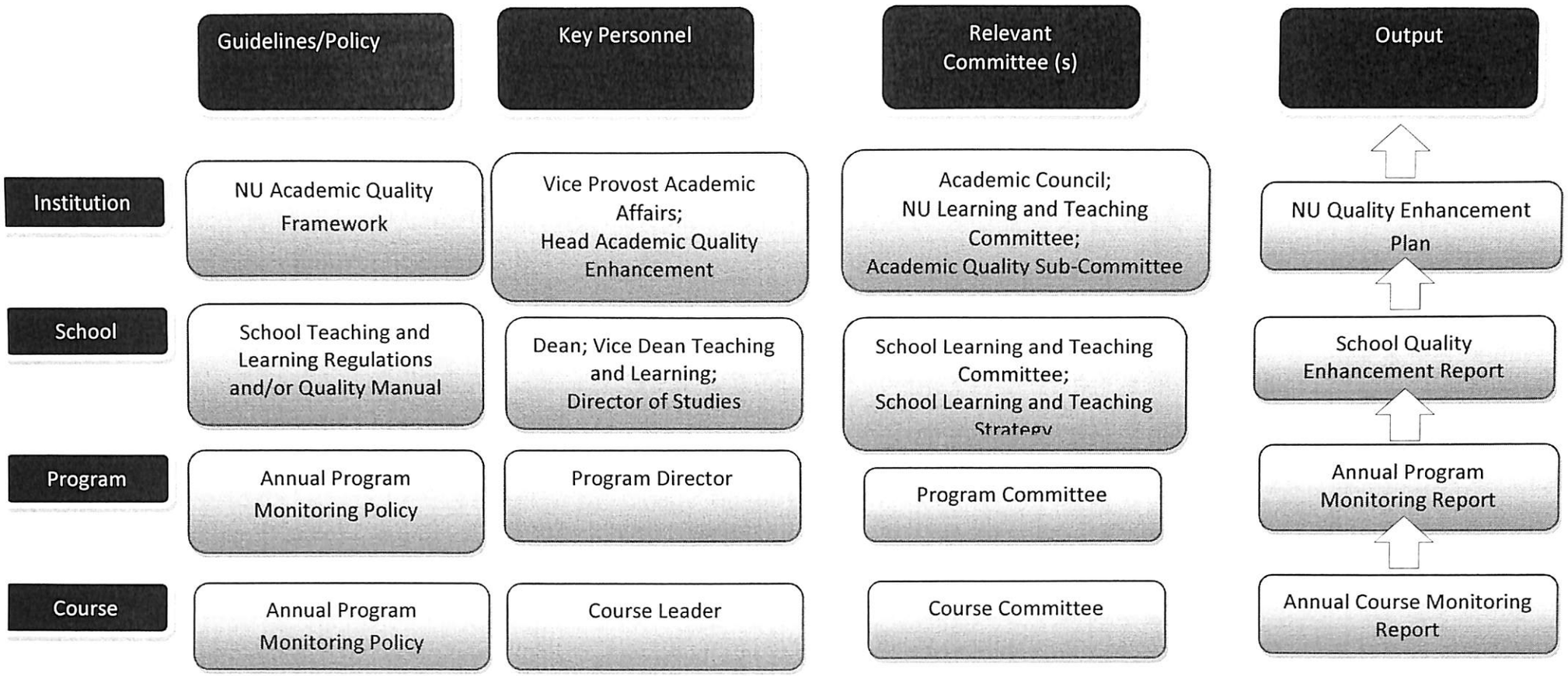
dated 26.11 2014# 15

Illustrative Organizational Structure for Teaching, Learning and Academic Quality



Appendix 2
to the Annual Program Monitoring Policy
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Terminology

Term used in this document	**Alternatives Used in NU Schools**
Vice Dean Teaching and Learning	Vice Dean Academic Affairs; Associate Dean Teaching and Learning
School Learning and Teaching Committee	School Curriculum Committee
Program	Major
Course	Module

Appendix 3
to the Annual Program Monitoring Policy
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Annual Course Monitoring Report Template

Course Title and Code:	
Academic Year:	
Module/Course Leader:	
Number of students enrolled:	

1. **Response to issues raised in the previous year's report (actions implemented):**

.....

2. **Comments on the module/course assessment statistics:**
Grade distribution (mean, standard deviation), number of failures, coursework versus examination grades

.....

3. **Comments on the quality of student work:**

.....

4. **Comments on the success of the teaching methods used:**

.....

5. **Issues raised by students, and how these are being addressed:**

.....

6. **Issues raised by external examiners/peer reviewers, and how these are being addressed:**

.....

7. **Identified examples of good practice:**

.....

8. **Enhancements planned for the next teaching round:**

.....

9. **Program Director's Comments:**

.....

Appendix 4
to the Annual Program Monitoring Policy
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Annual Program Monitoring Report Template

Program Title and Code:	
Academic Year:	
Program Director:	
Number of students enrolled:	

1. **Response to issues raised and action planned in the previous year's report:**
   Changes to teaching delivery, assessment or student learning support, amendments to learning outcomes and program specification(s), and how external reference points been considered when making these changes.

.....

2. **Commentary on provided data set:**
   Progression, degree completion, grade distributions, teaching surveys, data trends and departmental concerns.

.....

3. **Issues raised by external examiners/peer reviewers, and how these are being addressed:**

.....

4. **Main issues students raised about the program and its courses through feedback:**

.....

5. **Internal surveys, via staff/student liaison committees and other inputs:**

.....

6. **Service teaching:**
   Comments on the student experience on courses taken outside the department.

.....

7. **For collaborative programs, what particular issues have been encountered in the operation of the partnership and how have these been addressed?**

.....

8. **Professional body/industry or statutory input:**

.....

9. **Identified examples of good practice:**

.....

10. **Enhancements planned for next teaching round:**

.....

11. **Vice Dean Teaching and Learning /Academic Affairs' Comments:**

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Appendix 5
to the Annual Program Monitoring Policy
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School Academic Quality Enhancement Report Template

School Name:	
Program Titles and Codes:	
Academic Year:	

1. **Update on the status of actions arising from the prior annual monitoring process:**
   Please list the issues which arose and the actions taken to resolve these.

.....

2. **Program Aims and Learning Outcomes:**
   Note any changes to the aims and learning outcomes for the programs that are required.

.....

3. **Curriculum and Delivery:**
   Provide a summary of changes to courses and programs and the rationale for these.

.....

4. **Assessment:**
   Changes made to forms of assessment designed to assess program learning outcomes more effectively.

.....

5. **Student Performance:**
   Measures proposed to address concerns evident from graduation and progression statistics.

.....

6. **University Issues:**
   Detail issues arising from annual monitoring of programs that should be considered by the University.

.....

7. **External Review Reports:**
   Summarize external examiners'/other reviewers' reports and School's responses.

.....

8. **Feedback from Students:**
   Provide feedback on the student experience within the School, particularly in relation to teaching and learning.

.....

9. **Other Comments:**

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