

Guidance 7ii Considering Data and Evidence

Middlesex University’s regulatory body the Office for Students (OfS) have strengthened their approach to quality and standards and enhanced the use of data and metrics in assessing the quality of provision. Reflection of student data is a key part of supporting students, and maintaining and improving, their experience and outcomes. The educational monitoring and enhancement process embeds data reflection into the ongoing programme operation and monitoring activities along with collection of student feedback and review from external examiners.

Use the prompts below to assist consideration of evidence, reflection and identification of the key actions. See also Guidance 7iv Evidence Sources

The table below is structured to mirror the sections of the collaborative partner Educational Monitoring and Enhancement Reports (EMERs) as collaborative partners may be unfamiliar with terminology and expectations surrounding this monitoring activity.

The prompts and suggested evidence bases are appropriate for the university internal educational monitoring and enhancement process too, particularly for staff new to the role, or who wish to refresh their understanding of the process.

Please note the term ‘students’ is used in this document to denote the individuals who are registered on a programme of learning (learners, apprentices, participants, trainees).

The data requested for the EMER follows the UK [Office for Students \(OfS\) Guidance on constructing student outcome and experience indicators](#)

Evidence and/or data sources to use	Prompts to assist consideration
1. Interactions with accrediting, professional or statutory bodies (PSRBs)	
<ul style="list-style-type: none"> • PSRB recognition/ accreditation • Any PSRB standards or requirement changes • External review outcomes • Internal validation and review outcomes 	<p>Consider:</p> <ul style="list-style-type: none"> • Whether you have any plans for future registration, accreditation or recognition by any accrediting, professional, statutory and regulatory bodies. • Any guidances and requirements provided by accrediting, professional, statutory and regulatory bodies that need to be included within programme design • Necessary conditions and any advisory recommendations raised by any reports/reviews. • Any changes to conditions of accreditation/ registration that may need to be addressed to maintain accreditation/ registration status.

2. Staffing Changes	
<ul style="list-style-type: none"> • New teaching staff recruitment • Staff resource needs • Staff development needs 	<ul style="list-style-type: none"> • Consider the appropriateness of the staff profile if changes have been made and provide details of changes in staffing. These need to be discussed with the University Link Tutor. • Identify any staff development requirements for the future. • Consider staff development initiatives undertaken and the relationship to student support. • Consider whether student feedback has identified anything that should be addressed within the staff (for example, students may raise the inconsistent approach of module and learning materials held in the VLE).
3. Complaints, Appeals and Academic Misconduct	
<ul style="list-style-type: none"> • Data on the numbers of complaints, academic appeals and academic misconduct cases 	<ul style="list-style-type: none"> • Consider the numbers of cases received, whether these were upheld/alleged, and the level of the programme along with the student cohort sizes. • Compare numbers of cases processed with previous years. • Consider the number of academic misconduct cases and any measures taken to deal with them. • Reflect and evaluate how you have dealt with academic appeals, complaints, and disciplinary matters, including plagiarism. Consider the cases dealt with through informal means, or mediation (early resolution). • Consider whether any particular group of students (such as those with disabilities) are making a disproportionately high number of complaints or appeals.
4. Reflections, Data and Analysis	
A. Student Recruitment and Cohort Profiles	
<ul style="list-style-type: none"> • Admissions/recruitment data • Student profiles • Articulation agreement data • Feedback from Student induction process • Commitment statements (apprenticeships) • Pre-arrival Survey • Welcome Student Survey 	<p>Enrolments/Targets</p> <ul style="list-style-type: none"> • Were recruitment targets met and were there any issues concerned with meeting targets? • Consider current enrolment levels and how they match to future projected targets. • How has the programme/institution responded to any significant changes in student numbers? • Monitor the impact of any articulation agreements on the enrolments/targets. <p>Applications</p> <ul style="list-style-type: none"> • Were the levels of applications to enrolment comparable to suitable benchmarks (e.g. University or national levels)? • How do applications and enrolment compare with previous years' levels? Are there any significant trends? • Are relevant University policies being adhered to through the application process?

	<p>Cohort Profile: Qualifications upon entry / Disability / Ethnicity / Gender / Age</p> <ul style="list-style-type: none"> • Consider equality of opportunity for students/applicants and any resulting actions required. • Are there any significant differences / trends noted from the profiles of the current and past cohorts? • Are there any implications of the enrolment profile for the learning, teaching and assessment activity or policy (e.g. if a particular cohort had an increased number of mature students)? • Does the enrolment profile have any implications for additional support to be offered to students? <p>Apprentice Commitment Statements</p> <ul style="list-style-type: none"> • Relating to equality, diversity and inclusion, have additional learning needs of apprentices been identified which lead to programme adjustments? <p>Additional:</p> <ul style="list-style-type: none"> • Consider the recruitment and enrolment profiles and identify any enhancements that could be made to improve either the process and/or outcomes. • Consider marketing/ advertising materials, and recruitment activity such as open days/ visits to local schools and colleges. • Consider your enrolment and student induction period and any feedback received from surveys on these.
<p>B. Student Continuation</p>	
<ul style="list-style-type: none"> • Continuation statistics • Off-the-Job hour records (apprenticeships) • ILR data returns (apprenticeships) • Student engagement data (attendance; timely submission of assignments; use of virtual learning environments and materials; library access) • Student year to year progression 	<p>Continuation: Continuation outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through the early stages of their course to track how many continue in active study, or qualify, in subsequent years. The continuation measure tracks students from the date they enter a higher education provider to their activity on a census date.</p> <p>Consider any issues arising from module or programme reports on continuation. Consider continuation data, in particular any poor continuation, significant withdrawal, and transfer or failure rates. Wherever possible, consider the level of continuation in the context of suitable benchmarks (e.g. University or national levels).</p> <ul style="list-style-type: none"> • Were there any continuation issues associated with the enrolment profiles of students (e.g. ethnicity, age profile)? • Were there any issues associated with other significant and/or distinct cohorts (e.g. students entering via clearing, via articulation agreements)? • How does continuation compare with previous years' levels, is there a significant trend? • Are there any reasons why particular areas may be demonstrating low engagement from students, such as attendance or timely submission of assignments? • What appropriate interventional measures are being put in place to mitigate students disengagement?

C. Student Completion/Awards – undergraduate and postgraduate	
<ul style="list-style-type: none"> • Completion statistics • Awards/ Achievement statistics 	<p>Completion: Completion outcomes are measured by identifying a cohort of entrants to higher education qualifications at the provider and following them through subsequent years of their course to track how many are still in active study, or have qualified, by a given census date. To be counted as completing, a student must either have qualified, or be recorded as still actively studying on a higher education qualification at the same provider.</p> <p>Awards/ Achievement: these are the final qualification awards granted to the students. This data should include exit qualifications, passes, deferrals, withdrawn and fails.</p> <p>Consider any issues arising from module or programme reports on achievement, wherever possible, in the context of suitable benchmarks (e.g. University or national levels).</p> <ul style="list-style-type: none"> • Was the achievement at an acceptable level with particular reference to classification and completion profiles? • How does achievement compare with previous years' levels, is there a significant trend? • Were there any achievement/ completion issues associated with the enrolment profiles of students (e.g. ethnicity, age profile)? • Were there any issues associated with other significant and/or distinct cohorts (e.g. students entering via clearing, via articulation agreements)?
D. Graduate Progression	
<ul style="list-style-type: none"> • Graduate Outcome /Employability / Leavers survey statistics • Employer contacts and feedback • Employer satisfaction survey (Apprenticeships) • Former students/ graduates feedback • Alumni networks • Student placements data • Graduate attributes 	<p>Progression: The measures describe the proportion of qualifiers from higher education qualifications who have been included on the Graduate Outcomes target list, responded to the survey, and reported that they have progressed to professional or managerial employment, further study, or other positive outcomes, 15 months after gaining their qualification.</p> <p>The progression measures count as positive outcomes those students who report in their response to the Graduate Outcomes survey, 15 months after gaining their qualification:</p> <ul style="list-style-type: none"> • Managerial or professional employment (defined as employment in an occupation which falls within major groups 1 to 3 of the Office for National Statistics (ONS) Standard Occupational Classification 2020). • Further study at any level of study • Travelling, caring for someone else or retirement <p>Consider the feedback and data from the graduates of the previous academic year. Wherever possible, consider the level</p>

<ul style="list-style-type: none"> Feedback on employability initiatives 	<p>of further study or take-up of appropriate employment in the context of suitable benchmarks. Consider the level of further study or take-up and of appropriate employment and identify any enhancements that could be made. Consider other sources of information and feedback that can support this area, such as alumni networks, employer connections and feedback. Consider the employability initiatives in place for your students and any graduate attributes mapped into the programme learning outcomes.</p> <ul style="list-style-type: none"> How does career destination data compare with previous years' levels? Is there a significant trend? Does the Graduate Outcomes survey/employability survey evidence Positive Outcomes? Does student/alumni feedback indicate the effectiveness of any employability initiatives in place? Are there any industry/employer feedback or standards that need to be reflected into the programmes?
<ul style="list-style-type: none"> Tripartite progress reviews (apprenticeships) Programme Voice Group / Boards of Study minutes 	<p>Consider the records of conversations that have taken place around improving apprentices' employability skills and if any there are any common themes in targets/actions set for apprentices, employers or the provider to improve on the apprentices' professional competence and applicability of learning in the workplace.</p> <ul style="list-style-type: none"> Is learning taking place relevant in the context of work-based learning and are learners able to apply developed knowledge, skills and behaviours in the workplace? Are there any trends where this has not been in the case and actions have been implemented for improvement? Is there evidence of discussions of future employability taking place at tripartite progress reviews? Note: does not necessarily need to be at every review.
<ul style="list-style-type: none"> Learner support (apprenticeships) 	<p>Despite the nature of an apprenticeship having all learners in employment, it is an Ofsted requirement that training providers provide apprentices with ongoing employability support on their programme. Comment upon the acceptability and appropriateness of employability support services and consider any issues related to this aspect raised by learners. Identify any future developments or enhancements that might be needed.</p> <ul style="list-style-type: none"> Are employability support functions visible and available to apprentices (programme handbooks, email communications, website links, etc.)? Are apprentices aware of what support is available to them should they face redundancy / wish to change employer?
<p>E. Programme operation and delivery</p>	
<p>Consider the way in which the programme is meeting relevant outcomes/aims of appropriate policies concerned with learning, teaching and assessment. Consider any teaching and learning frameworks or other charters/ guidance that apply. Also consider planned, or implemented, major developments (e.g. introduction of new teaching practices, change to modes of delivery, methods of assessment).</p>	

<ul style="list-style-type: none"> • Learning and IT facilities 	<p>Comment upon the acceptability and appropriateness of learning and IT facilities and consider any issues related to this aspect raised by External Examiners and students. Identify any future developments or enhancements that might be needed.</p> <ul style="list-style-type: none"> • Does the enrolment profile have any implications for the type of facilities needed and access to them in order to meet students' needs?
<ul style="list-style-type: none"> • Student support • Student wellbeing • Personal tutoring systems • Student engagement data 	<p>Comment upon the acceptability and appropriateness of support services and consider any issues related to this aspect raised by External Examiners and students. Identify any future developments or enhancements that might be needed. Identify any unplanned support mechanisms that may be needed (such as those implemented over the Covid-19 pandemic).</p> <ul style="list-style-type: none"> • Does the enrolment profile have any implications for the type of support needed and access to it in order to meet to students' needs? • If applicable, are there any issues associated with students recruited via clearing or other entry routes (articulations, Recognition of Prior Learning)? <p>Consider engagement data available such as attendance; submitting assignments; use of virtual learning environments and materials; and, library access.</p> <ul style="list-style-type: none"> • Considering the continuation and achievement datasets, are there any correlations with the engagement data? • Are there any particular areas of engagement that need to be focussed on (consider student feedback in this area)?
<ul style="list-style-type: none"> • Assessment Board Minutes 	<p>Consider the minutes. Are there:</p> <ul style="list-style-type: none"> • Any major issues at programme level which require consideration? • General issues that should be raised as actions?

<ul style="list-style-type: none"> • Research activity • Research and/or Ethics Committee minutes • Active research projects • Ethical issues (apprenticeships) • British Values (apprenticeships) • Safeguarding practice 	<p>Consider your research activity and the links to teaching if appropriate. Consider any Research and/or Ethics Committee minutes identifying areas for actions. Consider the active research projects and how these are monitored and audited, identifying whether actions can be implemented from these. Consider the Research provision particularly where ethical issues have arisen in teaching, practice and/or research, and associated actions to take forward from this. Consider any good practice in Research that can be developed further.</p> <p>For apprenticeship programmes, additionally consider the inclusion of British Values (rule of law; democracy; individual liberty; respect and tolerance) and Safeguarding practice (including the Prevent duty) within the curriculum in line with Ofsted requirements.</p> <p>Consider how chains of communication have been established in relation to raising safeguarding concerns, how aware staff/employers/apprentices are of these, and how any issues arisen in this area have been addressed (with respect to information confidentiality). Consider how apprentices' understanding of British Values is developed, monitored and applied in the context of their work-based activities.</p> <p>Reminder: formal assessment of British Values/safeguarding is not mandatory where these topics exist outside of the main programme provision.</p>
<p>F. Feedback from External Examiner activity and reports</p>	
<p>Consider External examiner reports and the responses to the reports:</p> <ul style="list-style-type: none"> • The content of the report. Are there any other issues that need to be considered? • The necessary recommendations and any advisory recommendations raised by the external examiner. How may these be addressed? • Has the external examiner discussed any other matters with you over the previous year that were not included within their report? • Has the external examiner asked you to provide anything for them to assist them in their role? 	
<p>G. Student feedback</p>	
<ul style="list-style-type: none"> • National Student Survey • Postgraduate Student Survey • Programme Survey • Module Survey 	<ul style="list-style-type: none"> • Consider the survey results, do they indicate any areas in need of attention? • Consider how results are comparable to previous years' • Consider how results match the staff experience and expectations • Consider in particular results from queries surrounding Teaching Quality, Academic Support, Organisation and Management Assessment and feedback, and Learning Community and Student voice (NSS questions 1-4, 12-14, 15-17 and 21-26)

<ul style="list-style-type: none"> • Programme Voice Group / Boards of Study minutes 	<p>Consider the minutes with regard to the acceptability and appropriateness of learning and IT facilities, student support and the match between information in the Student/programme/module handbooks, promotional materials, and the actual student experience and identify future developments or enhancements. Consider the processes in place for student representation (e.g. identifying student representatives, training new student representatives for the role.)</p> <ul style="list-style-type: none"> • Are there any major issues which require consideration? • Have the actions within the minutes been appropriately resolved? • Have students been informed of the outcomes to any actions raised (closing the feedback loop)?
<ul style="list-style-type: none"> • Informal/ formal Student feedback • Employer/ former student feedback 	<p>Pay particular attention to areas where changes have been introduced (e.g. introduction of new teaching practices, innovative modes of delivery, methods of assessment). Also consider the acceptability and appropriateness of learning and IT facilities, student support and the match between information in the student handbooks, promotional materials, student experience and identify future developments or enhancements to feed into the planning process.</p> <ul style="list-style-type: none"> • Are there programme-wide issues that should be raised as actions? • Are there general or cross-programme issues that should be raised as actions? • Is there a noticeable change in the feedback reflecting any change introduced? If so, was it positive or negative?
<ul style="list-style-type: none"> • Tripartite progress reviews (apprenticeships) • Learner/employer feedback (apprenticeships) 	<p>Tripartite progress reviews should have designated areas within the template which request for feedback from apprentice, employer and provider on how the apprentice has developed in their ethics and morals since the previous review (although not necessarily visited at every review stage). Consider how effectively the apprentice is able to articulate British Values and Safeguarding procedures in reviews and how they have been applied in a work-based setting.</p> <ul style="list-style-type: none"> • Has sufficient dialogue been instigated and documented between apprentices and other parties on the topics of British Values and Safeguarding? • Does the partner provide visible direction to their internal Safeguarding policies/lines of communication? • Have there been any issues/concerns of safeguarding raised in the last period of learning and how was this addressed?