9. QUALITY CONTROL PROCEDURES

9.1 Module Evaluation

9.2 Session Review

9.3 Overall Module Review

9.4 Course Notes Feedback

9.5 Individual Comments

9.6 Student Staff Liaison Committee

9.7 Feedback Seminars

9.8 Progress Monitoring

9. QUALITY CONTROL PROCEDURES

WMG, and our partner organisations, are dedicated to maintaining the quality of our programmes. The key mechanism to monitor the course quality is through the module review procedure. In addition, there are various mechanisms in place to gain individual participant feedback.

The quality of WMG's collaborative programmes is reviewed on an annual basis by the University Partnerships Committee, on a periodic basis (usually every 5 years) by the University, and occasionally by the UK Government's Quality Assurance Agency (QAA). Participant feedback forms an important input to these various review mechanisms.

9.1 Module Evaluation

The Principles behind the module evaluation process are:

- To control quality and to assist in continuous improvement.
- To ensure that the impression that staff gain from the delivery of a module is matched by the student impression/experience.

To this end WMG adopt the following process:

a) You will be issued with individual session review forms at the start of the module (this should be included in each course manual, please bring it to the module tutor's attention if it is missing).

b) Towards the end of the module you will be issued with Module Evaluation Questionnaires, which you complete in a specifically timetabled period before the end of the module.

c) The tutor will retrieve ALL module evaluation questionnaires and session review forms as available, before you leave at the end of the module (both these forms may be anonymous, if you wish).

d) The tutor will review all the returned questionnaires and session review forms and then produce a summary form for the module running (or several runnings if they occur to a similar cohort of students within a short space of time).

e) The issues raised on the summary form as requiring course management attention will be discussed at course management meetings and feedback from them provided to the tutor.

9.2 Session Review

These forms are kept by the Module Tutor. They are used to provide feedback to individual presenters and to indicate the need for changes in content or presenter. It is therefore extremely helpful if you can complete it fully and honestly as possible. Any constructive suggestions for improvement are very welcome. If you wish, you may omit your name from the top of the page, although it can be useful for the tutor to know the origin of the comments, particularly with respect to the commentator's background and prior experience.

SESSION REVIEW FORM PAGE OF

SESSION TITLE	Presenter	Content			Pace			Presentation			Notes			Expand ↑ or Reduce ↓ ?	COMMENTS Please comment on breadth, depth, pace, presentation style, notes etc
		Too deep	OK	Too shllw	Too slow	OK	Too fast	Poor	OK	Good	Poor	OK	Good		

9.3 Overall Module Review

At the end of the module you will each be asked to complete an overall review form which will ask:

- Whether you had the necessary prior knowledge/experience to enable you to benefit from the module (i.e. did you have, for example, sufficient mathematical and/or IT knowledge to be able to understand the techniques introduced/used in the module).
- Whether, on the basis of the tutor's explanation of what he/she was looking for from the module assignment, you believe that you are in a position to carry out the private study necessary to complete the assignment appropriately.
- What elements of the module did you find the most informative?
- What improvements you think could be made? (please be specific and constructive)
- Whether you "enjoyed" the module.
- Whether you were satisfied with the quality of the module?

As mentioned above the tutor will collect in your review forms at the end of the module and summarise them for review by the Overseas Programmes course management committee.

9.4 Course Notes Feedback

You are offered the opportunity of commenting on the quality of the notes – this form can be returned when the post module work is submitted and will be passed onto the module tutor at that time.

9.5 Individual Comments

Participants are invited to contact any of the local IGDS staff, or the Director of Overseas Programmes at Warwick, with individual comments about individual modules, or the programme as a whole. The preferred method of contact is by email (see contact list).

9.6 Student Staff Liaison Committee

It is expected that any student enrolled on a Warwick course will have the opportunity to be involved in a Staff-Student Liaison Committee or equivalent. SSLCs provide a forum for staff and students to discuss issues relating to a course, a department or centre. They are important to the University and Students' Union because they provide a unique forum for staff and students to discuss new ideas and solve problems. Issues that arise will vary from year to year, but the following broad themes should be addressed at least once each year:

- Curriculum and teaching
- Assessment and examination
- Library
- Computing and e-Learning issues
- Careers and skills development issues
- Student support and guidance

The University has set out the following Principles to underpin SSLC arrangements at the University of Warwick and in partner institutions:

(a) Student-Staff Liaison Committees constitute an important formal channel through which the views of students on academic matters may be communicated. Discussion should focus on teaching, learning and student support issues. An SSLC should be informed by any major changes to the curriculum and syllabus. The Student-Staff Liaison Committee shall not consider matters relating to individual named members of staff or a student's personal grievances.

(b) The Chair of the SSLC should be a student representative; the Chair in collaboration with the Academic Convenor is responsible for establishing an agenda for meetings.

(c) SSLCs should meet regularly; ideally no less than four times a year. Divergence from this practice should only occur when justification in terms of the structure and delivery of the course may be provided and alternate arrangements for on-going feedback from students are demonstrably in place.

(d) Departments should report back to SSLCs on action being taken as a result of feedback. This includes disseminating information obtained from student feedback, discussing issues raised by the feedback and publicizing the action resulting from student feedback. It is important that a positive culture exists in which the department makes explicit its commitment to listening to and responding to students' views. Students in turn have a

responsibility to treat the process seriously and thoughtfully.

(e) The SSLC system constitutes the mechanism for evaluating student feedback and for identifying trends across courses offered by the University. Progress on issues identified throughout the year and in previous years should be summarized in an Annual Report and considered by the appropriate Board/Committee and the University's SSLC Coordinators.

Your SSLC is not an appropriate forum for raising personal grievances or complaints that involve specific named members of staff or students. Discussions of matters of this nature are often highly subjective and emotive and require alternative channels of communication. Problems that concern another individual should be directed to a staff member at your home institution, or at Warwick, the Head of Department, the University Senior Tutor, Students' Union Advice and Welfare Service or the Education Officer.

More information about SSLCs can be found here

https://www.warwicksu.com/student-voice/academic-representation

9.7 Feedback Seminars

The local IGDS office arranges informal feedback seminars, frequently when a senior member of Warwick Staff is visiting the location. These sessions provide the opportunity for participants to discuss and provide constructive feedback on the operations of the programme.

9.8 Progress Monitoring

Modular programmes of the nature of IGDS can lead to participants starting their programmes, and then informally withdrawing, due to financial, personal or work-related issues. The preferred route in these cases is for you to write to the Director of Overseas Programmes at Warwick, care of the local IGDS office, formally withdrawing from the programme.

When this step has been overlooked, unless steps are taken there is a possibility that you will be considered by a Board of Examiners, in due course, and formally fail the programme.

To avoid the stigma of an "MSc Failed" appearing on your academic record, the Director of Overseas Programmes, in consultation with the local Director of Studies, will consider all participants' progress approximately 18 and 24 months into their programme. If your coursework performance is such that it seems unlikely that you will complete the programme

within your registration period, you will be invited to propose a recovery plan within a certain period. If no recovery plan is submitted it will be assumed that you do, indeed, wish to permanently withdraw from the programme, and your record will be adjusted accordingly.