

## Section 3: Internal monitoring and review

# PORTFOLIO MANAGEMENT PROCESS

## Introduction

1. The *Portfolio Management process* applies to all undergraduate and taught postgraduate programmes (with the exception of those being taught out), and modules.
2. The process seeks to ensure that the University maintains an efficient, attractive, and successful portfolio of high-quality undergraduate and taught postgraduate programmes.
3. The process has regard to the School Teaching Enhancement Action Plan process (STEAP) and the Strategic Alignment Process (SAP), and articulates with the annual quality assurance meeting(s) of the Sub-Committee on Development and Enhancement of Learning and Teaching (DELT), and subsequent production of the Annual Quality Assurance Report (AQAR), which take place during the Autumn term (Autumn Semester from 2024-25), and will primarily consider programme viability, while also having regard to student outcomes and the quality of the student experience.
4. For further guidance in relation to this process colleagues should contact;
  - for Programmes, the Senior Quality Support Officer (Nathan Shaw)
  - for Modules, the Senior Quality Support Officer (Emma Toward).

## Process

5. The Planning & Strategy Office (PSO) will produce a summary dashboard ([live version](#)), containing a series of datasets, for each of the University's programmes. For the purposes of this process, programmes with 'with Study Abroad' and 'with Placement' variants will be considered together with the parent programme (although they are presented separately in the dashboard); programmes with a Foundation Year' will be treated as a separate programme. The datasets will be as follows:
  - a. Six internal data points (Number of new entrants; Total new entrants over past 3 years; Percentage change of new entrants over past 3 years; Average tariff; Part to part progression; Percentage receiving a 2:1 or 1<sup>st</sup> honours degree)
  - b. Three data points used for TEF and B3 Compliance (Continuation; Completion; Progression)
  - c. Five data points based on NSS questions and used for TEF (The teaching on my course; Assessment and feedback; Academic support; Learning resources; Student Voice)
6. In addition to the dashboard, an accompanying 'master' spreadsheet displaying a RAG rated list of the datasets for all programmes will be produced.
7. UPB will consider the summary dashboard of each programme at its January meeting.
8. Based on its consideration of the data and criteria listed below, UPB will decide on what action, if any, should be taken.
9. In coming to its decisions, UPB will be mindful of any recommendations or ongoing actions being undertaken as a result of other processes, including DELT's quality assurance review, STEAP and SAP.
10. At its annual quality assurance meeting, DELT considers University-level data (including, in some instances, analysis of data by School). Through split indicators, DELT may identify issues

with subsets of students, including, in some instances individual or groups of programmes. Any subsequent programme-level recommendations made by DELT should be shared with the University Programme Board (UPB) as appropriate. DELT will be represented at the meeting by one, or both, of its Chairs.

11. As the dashboard will be available in October/November, Schools will have the opportunity to identify programmes about which the data raises concerns, and are encouraged to prepare any initial commentary or contextual information which can be submitted to the January meeting of UPB.

## Criteria for decision-making

12. When considering the data provided by the dashboard, UPB will use the following criteria when deciding upon any subsequent action.
13. In respect of the **six internal data points** as listed in **5a**, UPB will consider for further action:
  - a. programmes with an aggregate of fewer than 30 enrolments across the three most recent academic years
  - b. programmes where enrolments have decreased by 20 percentage points over the three most recent academic years
  - c. UG programmes whose Average Tariff score equates to being below the accepted Part 1 entry grades of CCC (or equivalent) or Part 0 entry grades of CDD (or equivalent)
  - d. The data relating to classification will not be RAG-rated.
  - e. In respect of the Part-to-part progression data point, UPB will consider for further action programmes which are below the benchmark.

In considering these data, UPB will be advised by the relevant TLD of any relevant discussion at the STEAP meeting or engagement with the Strategic Alignment Process.

14. In respect of the **three TEF and B3 compliance data points** as listed in **5b**, UPB will consider programmes which are below the benchmark in any of the three categories, and will be advised by the relevant TLD of any relevant discussion at the STEAP meeting or engagement with the Strategic Alignment Process. Programmes which are materially below the benchmark or are below the threshold will be considered as a priority and, in the light of all the evidence, further action may be required.
15. In respect of the **five NSS and TEF data points** as listed in **5c**, UPB will consider programmes which are below the benchmark in any of the five categories, and will be advised by the relevant TLD of any relevant discussion at the STEAP meeting or engagement with the Strategic Alignment Process. Programmes which are materially below the benchmark will be considered as a priority and, in the light of all the evidence, further action may be required.
16. The performance of each programme against the above criteria will be rated using a 5-colour system (Red, Purple, Amber, Yellow, Green) on a master spreadsheet.
17. The OfS defines an indicator as materially below benchmark when the difference is at least - 2.5 percentage points. When the difference is at least +2.5 percentage points, the indicator is considered to be materially above benchmark.
18. Programmes whose indicator falls below the **threshold** in any of the data points will be colour-coded Red. Programmes whose indicator falls materially below the **benchmark** (i.e. -2.5 percentage points or greater) in any of the data points will be colour-coded Purple.
19. Programmes whose indicator falls below the **benchmark**, but not *materially*, (i.e. between -2.4 and -0.1) in any of the data points will be colour-coded Amber.
20. Programmes whose indicator meets or is above **benchmark**, but not *materially*, (i.e. between 0.0 and +2.4) in any of the data points will be colour-coded Yellow. Programmes whose indicator is materially above the **benchmark** (i.e. +2.5 percentage points or greater) in any of the data points will be colour-coded Green.
21. Information related to the data available within the dashboard can be found [here](#).

## Actions to be taken

### Where UPB identifies a concern

22. Having considered the data using the criteria outlined above, and having agreed that there is a concern, UPB may:
  - a. subject to endorsement by the University Board for Teaching, Learning and Student Experience (UBTLSE) determine that the Programme should be withdrawn.
  - b. in cases where a number of concerns or a major concern has been noted, refer the identified issues to the relevant School/Department for further action, with the Programme to be added to a UPB Watchlist for ongoing monitoring.
  - c. in cases where a singular element/area of concern or a concern which is not major has been noted, highlight the identified issue to the relevant School/Department for further action, without adding the Programme to the UPB Watchlist.
  - d. in cases where action is already being pursued by another University body (i.e. DELT), note the issues raised but take no further action at that time, sharing instead any relevant findings with the University body in question, as appropriate.
23. In addition, in the light of concerns normally across a number of programmes within a School, UPB can recommend to UBTLSE that a [Programme Evaluation and Enhancement Review](#) be instigated to consider those concerns.
24. Should UPB identify a programme for withdrawal from the portfolio, it will notify the relevant School. The School will have the opportunity to provide its response prior to the subsequent meeting of UPB where, following consideration of any School response, it will either determine that the programme be withdrawn or decide not to withdraw the programme. Should the withdrawal of the programme be confirmed, the case will be referred to UBTLSE for approval. Should it be decided not to withdraw the programme, the programme will be added to the UPB Watchlist, as described in 22b.
25. When a programme is added to the UPB Watchlist, the School/Department will, in the first instance, be asked to provide UPB with a 6-month progress report. Upon receipt of a progress report, UPB will consider the actions being taken by the School/Department and the progress achieved thus far.
26. At its subsequent annual meeting, UPB will review the Watchlist and consider any further progress. It would be expected that the consequences of actions taken by the School/Department would begin to be seen in the data considered one year later (i.e. two years from the initial meeting at which the programme was added to the Watchlist).
27. For further guidance, Schools should contact their Teaching and Learning Dean.

### Where UPB identifies notable strengths across a programme's performance

28. In cases where, on the basis of the criteria outlined above, UPB identifies notable strengths across a programme's performance, UPB may:
  - a. Commend the School on the performance of its programme(s) and highlight the success in its report to UBTLSE
  - b. Refer the programme to the Academic Development and Enhancement team in CQSD for consideration as an example of effective practice, which might be disseminated through a blog, case study on T&L Exchange.

## Modules

29. UPB will undertake a higher-level monitoring of the University's portfolio of modules by initiating an annual review in Semester 1.
30. The review will take place after the Semester 1 module selection window has closed (currently at the end of teaching week 3).

31. UPB will consider the number of students enrolled on each module, as well as the module's final pass rate (i.e. following first and second attempt) and the average scores of the core module evaluation questions, via receipt of a 'master' spreadsheet to be provided by PSO.
32. Schools are expected to routinely consider and review modules that have fewer than 10 students enrolled and/or a pass rate below 80%. Modules meeting these criteria will be colour-coded in Red on the spreadsheet.
33. UPB will have regard to those Schools/Departments where there seem to be substantive numbers of modules that either have small numbers of students and/or a low pass rate and/or low module evaluation question scores. In addition, UPB will have regard to Schools/Departments where there has been a 10% or greater increase in the number of modules from the previous academic year.
34. Where UPB identifies a concern with regards to an individual module or the overall number of modules in a School/Department, UPB may:
  - a. task the relevant Teaching and Learning Dean with discussing the concern with their School/Department.
  - b. recommend that Teaching and Learning Dean approval be required for the addition of any new modules for a set period of time.
  - c. request that an individual module or modules be removed with effect from the following academic year.

#### Document control

Version	Section	Keeper	Reviewed	Approving authority	Approval date	Start date	Next review
1.0	CQSD	KHSS	3 years	UBTLSE	Aug 2023	2023/24	2026
1.1	CQSD	KHSS	3 years	UBTLSE	Dec 2023	2023/24	01/09/2026
1.2	CQSD	KHSS	3 years	UBTLSE	Jul 2024	2024/25	01/09/2026

## Annex 1 – Process timeline

