

Royal University of Bhutan

**Annual Programme Monitoring
Handbook**

Updated July 2022

1. Introduction

The continuous monitoring and enhancement of the Royal University of Bhutan's academic programmes is an essential activity that is conducted through Annual Programme Monitoring (APM) and periodic reviews. APM is a key component of the University's quality assurance and enhancement processes which provides assurance of the continued quality, standards and relevance of programmes in operation.

APM is a mechanism which ensures that programmes leading to an award of the University meet their aims and learning outcomes effectively, while at the same time, it strives to enhance the quality of learning and teaching at the University.

The APM is a continuous process of appraising the performance of programmes throughout the year culminating in a consolidated Annual Programme Monitoring Report (APMR) at the end of the academic year.

The APM Handbook is developed to promote greater consistency in procedures for the monitoring of programmes, as well as to ensure that the quality assurance and enhancement processes across the University are robust, efficient and effective. The handbook should be used as an operational manual to support the implementation of regulation F2, Annual Monitoring of Programmes set out in the Wheel of Academic Law.

2. The Aims of Annual Programme Monitoring

The general aims of APM are to:

- 2.1 Examine the currency and validity of programmes in light of developments in the relevant discipline(s) and practice in its application.
- 2.2 Scrutinise the effectiveness of the delivery of programmes and their assessment in helping students achieve the intended learning outcomes.
- 2.3 Identify issues affecting the performance of programmes which should be addressed.
- 2.4 Contribute to the periodic review of programmes through the accumulation of performance information and associated actions.
- 2.5 Identify and disseminate good practices in learning, teaching and assessment.

3. The Objectives of Annual Programme Monitoring

- 3.1 APM provides a structure for:
 - 3.1.1 Programme Committees to critically review and improve the operation of programmes on the basis of available evidence.
 - 3.1.2 Programme Committees to engage in planning actions to ensure that appropriate and timely measures are taken to improve academic standards and to enhance the quality of learning opportunities for students.
 - 3.1.3 Students to engage in the monitoring and enhancement of programmes.
 - 3.1.4 The College Academic Committees to get to know the programmes for which they are responsible; to review their health; to ensure that necessary remedial action is taken; and to ensure that good practice is shared within the college.
 - 3.1.5 The Programmes and Quality Committee, on behalf of the University's Academic Board to fulfill its responsibility to ascertain satisfactory operation of programmes, primarily by overseeing the process operated by the colleges; and to assist in the improvement of standards across the University by identifying and disseminating examples of good practice.

- 3.1.6 The Programme Committee to propose for the discontinuation of a programme where felt necessary.
- 3.2 The APM process is intended to:
 - 3.2.1 Scrutinise the effectiveness of assessment methods in relation to intended learning outcomes. External examiners play an important role in this process and therefore, their input and feedback should be integrated into the process.
 - 3.2.2 Reflect on the strengths, weaknesses, currency and distinctive features of programmes and constituent modules, so as to identify opportunities for growth and enhancement.
 - 3.2.3 Monitor student performance and achievement, including the extent to which the programme learning outcomes are being attained.
 - 3.2.4 Evaluate the quality of student experience and to identify further opportunities for enhancement of this experience.
 - 3.2.5 Evaluate the effectiveness of teaching and learning resources and identify matters requiring attention.
 - 3.2.6 Integrate feedback from students and staff to feed into initiatives towards enhancement of programmes.
 - 3.2.7 Use relevant statistics and management information to assure quality and standards of programmes.
 - 3.2.8 Ensure follow-up on recommendations and action plans in a timely and appropriate manner.
 - 3.2.9 Monitor changes to programmes and their impact on programmes including proposals for discontinuation of programmes.
 - 3.2.10 Inform Departments, Colleges and the University of matters requiring attention.
 - 3.2.11 Identify, promote and disseminate good practices found within programmes

4. Focus and Process of APM

4.1 The Focus

Annual programme monitoring is a continuous process that is undertaken throughout the year when the delivery and assessment of a programme occurs. The year-long continuous monitoring results in the Annual Programme Monitoring Report (APMR). The monitoring process and the reporting procedures are designed to ensure that issues arising from annual monitoring are properly considered and that responses are provided at each stage to demonstrate that quality and standards are assured and that enhancement and good practice are promoted.

APM should serve as an aid to colleges to enhance the quality of programmes by enabling reflection on issues arising in the previous academic year; enabling feedback from students, staff and External Examiners to be discussed and considered; and by emphasising action taken or to be taken on issues identified.

The annual monitoring of a programme should focus on the interrelated components illustrated below.



4.1.1 Factual Data

The annual monitoring of a programme should be based on evidence gathered over the year. Staff on the programme committee for a programme should gather and record data relevant to the monitoring process and enhancement of the programme. Some vital sources of factual data are:

a. *Feedback from students*

The University has structures and processes in place for students to participate in quality assurance and enhancement of programmes in the form of collective feedback through student representation at various organisational levels such as the programme committee, College Academic Committee, and individual feedback through module or programme evaluation. These should be instituted as part of a sustained strategy to involve students in their educational experience.

Student feedback on modules should be solicited at the end of each semester to provide information on the level of satisfaction and areas for improvement. Feedback could be related to teaching quality, use of and access to teaching learning resources, and student engagement towards meeting the learning outcomes of a module.

The effectiveness of student feedback mechanisms, and methods used for administering feedback must also be continually monitored to ensure these are effective and contribute to the assurance and enhancement of the educational experience.

b. *Feedback from staff*

It is mandatory for module tutors to submit module reports for modules they have taught at the end of each semester [Refer Appendix 1 (a) and (b) for Module Report Template]. The module reports should capture issues arising from student feedback, student performance and achievement, and other matters related to enhancement of the module as well as features of good practice.

The effectiveness of the methods used for eliciting feedback from staff such as through staff meetings and informal discussions should be continually monitored to ensure that these are effective towards informing the enhancement of programmes.

c. *Feedback from employers and other stakeholders*

Feedback from employers and other stakeholders should be sought towards enhancement of programmes. These could be acquired through surveys and other means. The engagement of employers and other stakeholders is considered crucial for enhancing student employability and workforce development, through the creation of graduates with the appropriate skills, knowledge and expertise required at the workplace. Such engagement will not only ensure that the University offers programmes that meet the needs of the workplace, but will also ensure that that programmes remain relevant, valid and current.

Mechanisms for seeking feedback from employers and other stakeholders should be continually reviewed to ensure these are effective, used consistently and serve the purpose of enhancing the educational experience.

d. *Student results*

Progression statistics, including patterns of student performance and achievement taking into account elements such as comparison with the previous year's result, proportion of students in various performance levels and comparative performance across various modules should be analysed to contribute towards quality enhancement of programmes.

e. *External Examiner Reports*

External Examiners are appointed for all academic programmes of the University to provide an external perspective on the maintenance of academic standards set for programmes, student assessment and achievement in relation to those standards, and other matters related to teaching and learning. External Examiners provide independent advice to the programme committee in the form of External Examiner Reports that feed into the annual monitoring of programmes.

4.1.2 Reflection

The annual monitoring of a programme is a critical and reflective review of the operation of a programme. The exercise should, therefore, focus on the programme committee reflecting on its actions and the operation of the programme towards enhancing the quality of the programme and students' learning experience. The following are key areas for reflection:

a. *External Examiners*

Reflect on the observations of external examiners and detail action taken on issues arising from External Examiner Reports.

b. *Staff*

Reflect on feedback provided by staff and detail action taken on issues arising from the module reports, regular meetings of programme committee and other informal discussions.

c. *Students*

Reflect on feedback provided by students and detail action taken following student individual and collective feedback. Feedbacks should be sought through various means such as Student Module Evaluation (Wheel, D3) and Staff-Student Consultations.

Reflect on student grievances and suggestions, progression, achievement and retention and detail action taken on issues arising from these analysis.

d. *Feedback from employers and other stakeholders*

Reflect on feedback provided by employers and other stakeholders and detail action taken on issues arising from such feedback.

e. *Quality Enhancement*

Reflect on changes/proposed changes from previous APMRs to determine if changes have been successful (e.g. revised aims and learning outcomes, assessment approach, subject matter, assessment approaches, student progression, entrance requirements). Reflections should also capture the impact of any quality assurance and enhancement activities that the programme has undergone recently such as the Periodic Review of the programme.

4.1.3 Opportunities for Development

A core intention of annual programme monitoring is to enhance the programme. Therefore identifying opportunities for a programme's development is a vital aspect of this exercise. These opportunities for development should be realised through the identification of issues and actions planned to address them. The action plans could lead to the following:

a. *Changes to the Programme for next year*

This should focus on enhancing components of the programme such as pedagogical approaches, aims and learning outcomes, graduate attributes and transferable skills, meaningful student engagement, student support and guidance, and tutorial/remedial provision, besides others.

b. *College-level changes for next year*

This should highlight the impact of college-wide teaching and learning strategic actions and how the programme will respond to these for quality enhancement.

c. *University-level changes for next year*

This should focus on how the programme committee will respond to University-wide changes and recommendations from the Programmes and Quality Committee and the Academic Board.

4.1.4 Good Practice

One of the key features of annual programme monitoring is the dissemination of good practices across the University. APM allows a programme to share its experiences as well as exemplars of good practices achieved on the programme. At the same time, it studies good practices elsewhere on other programmes across the University that are relevant for the programme. To effect these intentions, this aspect of monitoring should focus on identifying:

- a. what is working well with the operation of the programme and its student engagement and achievement
- b. practices which are transferable to other programmes or colleges

4.2 The Process

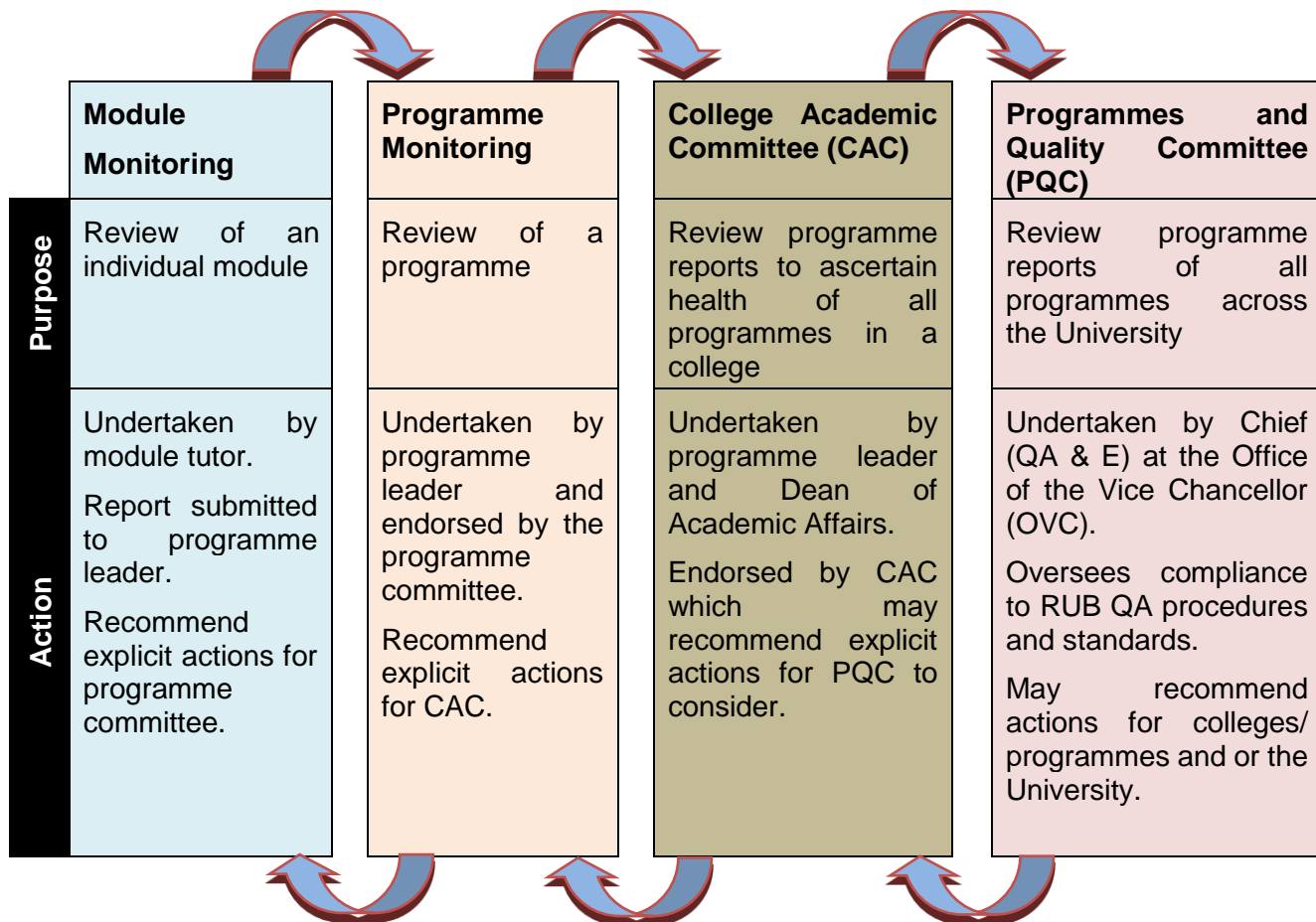
The process of annual monitoring of programmes is continuous and cyclic to allow for data collection, reflective analysis, strategic actions and sharing of good practices to feed into each other for constant improvement of programmes.

The process is undertaken and led by individuals at various levels of a programme's operation and considered for common understanding and endorsement by various decision making bodies at the colleges and at the University level.

All taught programmes at the University must undergo annual monitoring on a yearly basis, culminating in a report for the academic year for which the report is prepared. Programmes that are of 18 months duration such as a Masters programme must also produce an annual report. In such cases, the first two semesters of the programme will form the report for the first year of the programme, and the first semester of the second year will form the report for the second year.

The APMRs for programmes that are offered through part-time mode of delivery must also cover an analysis of issues pertaining to part-time students. A comparative analysis of the experiences and performance of both categories of students on a programme (full-time and part-time) must be made and the findings used to enhance the programme and learning experiences of both categories of students.

An illustration of the main stages and actions for the APM process



4.2.1 Monitoring of a Module

The module tutor (or the module coordinator where a team of staff teaches a module) is responsible for monitoring a module. Integral features of module monitoring are:

a. Semester plan

Planning for the delivery of modules should be done at the beginning of each semester. The plan should take into account the previous year’s report of the module and actions identified to respond to these. The plan should be endorsed by the programme committee for implementation during the semester.

b. Mid semester review

A mid-semester meeting of the programme committee should be held to review the action plans for all modules and to record progress.

c. End semester review

An end-semester review meeting of the programme committee should review the delivery of all modules in light of the plan and actions set at the beginning of the semester. The review should also consider the effectiveness of the module’s delivery and students’ performance.

Module monitoring should result in a comprehensive report for each module offered in a semester. Module reports must be prepared in the format set out in the Module Reporting Template in Appendix 1 (a) or (b) as appropriate.

The intention of a module report is to provide evidence upon which to plan improvement of the module and, consequently, to enhance the quality of the student experience and delivery of the module. Module reports are intended to provide an overview of the delivery of individual modules and should provide appropriate and informed contribution in the preparation of APMRs. Programme leaders should collect, retain and discuss all module reports even though these will not be presented in their entirety in the APMRs.

Module reports should be prepared by the module tutor/coordinator for each module delivered, at the end of the semester. The report should be submitted to the Programme Leader for the programme of which the module forms a part.

The module report should be based on the action plan for the module (which normally would arise from the previous year's report for the module) and the directions of the programme committee. The report should be a critical reflection on feedback received from students, staff, external examiners and other stakeholders as appropriate, with an analysis of student achievement. Module content, delivery, assessment, feedback to students and resources must also be considered in the report.

Separate module reports should be prepared for students of different programmes and students taught by different tutors. However, for modules such as internships, dissertations and project work a single report by the module coordinator will suffice.

Each college should prepare a single consolidated report for each University-wide module such as ACS101 Academic Skills and DZG101 Dzongkha Communication. These should be sent to the Chief of Programmes, Teaching and Learning at the Office of the Vice Chancellor (OVC) by the Dean of Academic Affairs at the end of August each year. The Chief of Programmes, Teaching and Learning will forward these reports to the home-base college.

4.2.2 Monitoring of a Programme

The responsibility for monitoring a programme lies primarily with the programme committee, led by the programme leader with contributions from module tutors/coordinators through the evaluation of constituent modules. Programme leaders are responsible for the delivery and monitoring of programmes with support from the programme committee. The Deans of Academic Affairs oversee the management of the process across a college and report annually to the Programmes and Quality Committee of the University.

All APMRs should be considered by the College Academic Committees before submission to the Programmes and Quality Committee.

Though the basic component of monitoring will be individual modules that make up the programme, the programme leader and the programme committee will continuously monitor the delivery of a programme and its quality enhancement in a wholesome manner involving all the staff responsible for teaching on the programme.

Toward continuous annual monitoring of a programme, the programme leader will:

- a. Coordinate the semester's plan for a programme (at the beginning of the semester) as well as subsequent reviews (mid-semester and end-semester). This will involve setting targets for a semester and reviewing progress and the achievement of targets.

- b. Plan and coordinate meetings of the programme committee throughout the semester as required.
- c. Coordinate and arrange the appointment and engagement of external examiners for programmes and subsequent reports.
- d. Support module tutors in preparing module reports, and in setting schedules for submission to, and consideration by the programme committee. Every semester, a dedicated Programme Committee meeting should deliberate on module reports of the semester.
- e. Monitor programmes based on factual data, reflection, opportunities for development and good practice (see section 4.1).
- f. Prepare the APMR and take responsibility for its submission to, and consideration by the programme committee and the College Academic Committee.

The annual programme monitoring process should result in an Annual Programme Monitoring Report. APMRs must be prepared in the format set out in Appendix 2 (a) or (b) as appropriate. The APMRs are intended to provide an easily accessible and consistent source of information and evaluation for use by the University as required, such as for the Periodic Review of a programme.

The APMR should be a critical reflection, starting with a discussion on the progress and outcomes of the previous year's action plan, through the presentation and analysis of the main features of the year, leading to the action plan for the next year as a logical outcome.

The APMR should reflect on data, student feedback and external examiners' observations and resources. It should include information about the strengths of a programme and good practice, as well as any areas for improvement and how these are being/will be addressed.

The report should be presented in a complete and consistent manner reflective of the programme's operation. Fundamental elements of the APMR are:

- a. A review of progress made on the previous year's action plan, what went well and what did not, outstanding actions should be selected and, if necessary, carried forward into the action plan for the next year.
- b. Action plans set out in the "S.M.A.R.T" format. i.e. **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound, where the rationale for the actions should be evident or should arise from the analysis and discussion in the APMR. Actions and enhancement for the current year informed by data should form the essence of the action plan.
- c. Defined responsibility for all actions indicated in the plan bearing in mind the importance of ensuring that the level of responsibility is appropriate so that the actions can be completed.
- d. The use of evidence-based data that is analysed to draw appropriate conclusions. The data should have been accumulated over the year. This should include a summary and analysis of student achievement and progression.
- e. A reflection on student and staff feedback, and external examiner's report which focuses on the essence of the feedback/report, rather than on the process by which the feedback/report was collected. This should include a summary and analysis of staff and student feedback and the external examiners (both positive and negative).
- f. Areas requiring attention for the programme arising from the reflection and proposals for change where appropriate.
- g. The report as a result of a review by the programme team where the action plan will have been agreed (to a large extent, at least) and will be a shared plan, providing a good chance of its completion and success in the timescales specified.
- h. Examples of good practice where these are evidenced in a programme.

The APMR is submitted, by the programme leader after it has been considered and endorsed by the programme committee, to the Dean of Academic Affairs (AA). The programme committee, prior to submitting the APMR to the Dean AA should reflect and act on the following:

- a. The accuracy of information provided in the APMRs.
- b. The efficacy of mechanisms used by the programme to review and respond to issues raised through annual monitoring.
- c. Progress in identifying key issues from the previous year.
- d. Feedback from students (positive messages and how they have been/will be disseminated, and matters requiring attention).
- e. Feedback from teaching staff (positive messages and matters requiring attention).
- f. Report from external examiners (including identified good practice and concerns and how these have been/will be addressed).
- g. Reflective comments from module tutors and programme leaders on assessment results and other areas related to the programme's delivery.
- h. The quality of staff reflection on good practice.
- i. The standard of module reports and APMRs submitted (identifying any areas for improvement) as well as the structure and/or content of the APMRs.
- j. Impacts or developments from annual monitoring on other QA & E activities such as Periodic Review of a Programme and Validation.
- k. Examples of good practices identified for dissemination within the Department, College or wider University community.
- l. Actions identified for the attention of the Department, College or University.
- m. Address any recommendations that are directed at programme level, provide feedback to programme leader and tutors, and encourage the sharing of good practice amongst staff.

The actions from the programme committee on the APMRs will be used to revise the report and to disseminate information to the programme team and staff.

4.2.3 Consideration of Annual Programme Monitoring Reports by the College Academic Committee

The programme leaders will present all APMRs to a meeting of the College Academic Committee (CAC). The Dean AA will ensure that the APMRs for all programmes at a college are presented to the CAC. The CAC should reflect on and draw attention to the following key points of the APMRs:

- a. Evaluation of the effectiveness of the College's approach to identifying, disseminating and implementing good practice.
- b. Engaging and supporting students in their learning.
- c. Contribution of academic support staff such as librarians and IT to the enhancement of student learning experience.
- d. Effectiveness of the mechanisms for obtaining and responding to feedback from students.
- e. Managing the learning environment.
- f. Institution-led monitoring and review of quality standards including:
 - i. Effectiveness of APM process in the current year.
 - ii. Communication and implementation of actions and responses from previous APMRs.

- iii. Engagement with other aspects of QA processes (e.g. Periodic Review of Programmes, Validation of programmes, and Review of QA Processes).
- g. Required action identified from APMRs and the College's commitment to such actions.
- h. Endorsement of APMRs with conditions set on action plans.
- i. Follow up on actions arising from the APMRs at the College level.

The Deans AA will submit the endorsed (and revised, where appropriate) APMRs to the PQC through the Department of Academic Affairs at the OVC along with a copy of the minutes of the CAC which considered the APMRs.

Only reports endorsed by the CAC and submitted by the Dean AA will be accepted by the PQC. Non-submission of APMRs to the PQC or rejection of APMRs will be penalised through respective college's Annual Performance Assessment.

4.2.4 Consideration of Annual Programme Monitoring Reports by the Programmes and Quality Committee

At the PQC level, consideration of the APMRs involves:

- Scrutiny of the APMRs to ascertain programmes' compliance to the University's regulations, standards and procedures.
- A 'health check' on the operation and management of taught programmes at the University. This should allow the PQC to identify 'risks' to a programme and students success and seek timely and suitable intervention.
- University-wide understanding, on behalf of the Academic Board, on the quality, standards and relevance of programmes on offer at RUB. Issues related to resources (people, spaces, materials and technology) should be identified and communicated to relevant organisational units at the University.
- Review of the APMRs to identify trends and common themes across colleges of the University towards enhancement and assurance of quality provision.
- Identification of, and timely response and action (where appropriate), to issues raised for resolution at University level.

Module Reporting Template (Year of Reporting, e.g. 2021)

The module tutor/coordinator must complete a module report for each module delivered, at the end of the semester based on their experience of delivering the module. The report should be submitted to the Programme Leader for the programme of which the module forms a part. It should be informed by the External Examiner's Report, student feedback, student achievement, current developments in the discipline and the previous year's report for the module.

The purpose of this report is to:

- provide a critical appraisal of the delivery of a module by reviewing its current strengths and weaknesses and to build on these to enhance the student learning experience.
- provide evidence upon which to plan the improvement of the module.
- feed into the Annual Programme Monitoring Report (APMR) by providing informed, evidence based action points for the programme of which the module forms a part.

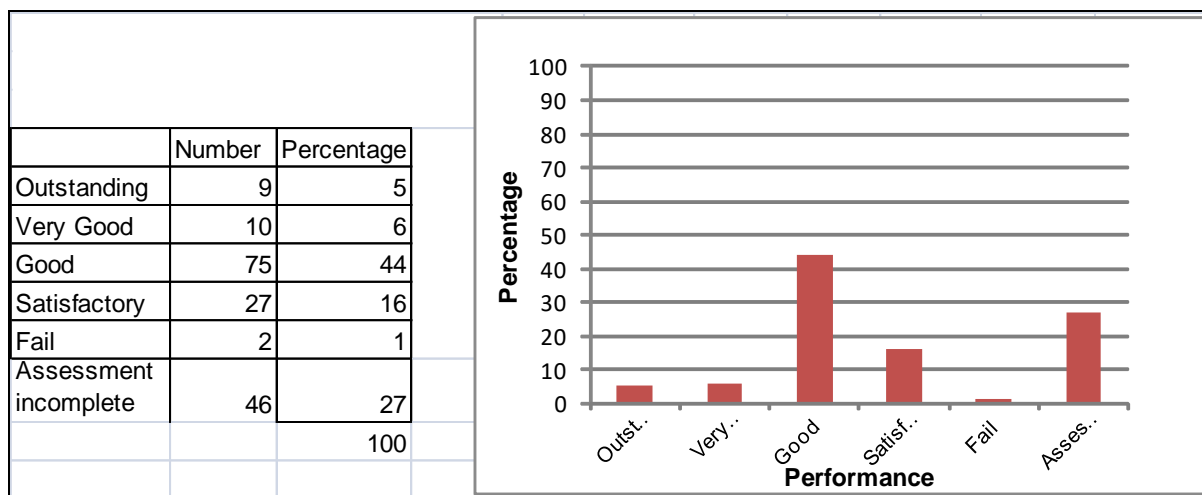
Note:

1. Separate reports should be prepared for students of different programmes and students taught by different tutors. However, for modules such as internships, dissertations and project work, a single report by the module coordinator will suffice.
2. Every college should send a single consolidated report for each University-wide module such as ACS101 and DZG101. These should be sent to the Chief (PTL) at the Office of the Vice Chancellor (OVC) by the Dean AA. The OVC will forward these reports to the home-base college.
3. University-wide modules must be considered while writing the Annual Programme Monitoring Reports for programmes of which it forms a part.
4. The analysis of student feedback from the student module evaluation should be attached to this report.

A. Fill in the following details of the module for which this report is prepared

Code & Title of Module	e.g. ACS101 Academic Skills
Year and Semester of programme	e.g. Year 1; Semester II (February – June 2021)
Programme for which the module is part of	e.g. BA in English & Dzongkha .
College	e.g. Sherubtse
Module Tutor/Coordinator	e.g. Tashi Tshomo
Number of Students registered	e.g. 100

- B. The performance of students in the module should be recorded in the Excel linked sheet below. Enter the number of students whose achievements fall under each of the RUB's levels of performance (e.g. performance \geq 80% falls under Outstanding. Refer to D1 of the Wheel). The associated performance as a percentage and the graphical representation will be automatically generated.**



1. Analyse student performance in the module from the graph. The analysis should be informed by the subject matter, the approaches to teaching, learning and assessment of the module (whether the teaching learning approaches helped students achieve the learning outcomes, whether the assessment approaches were suitable, and whether the marking criteria were clear and successful in distinguishing performance). Highlight any trends in the data and any concerns, e.g. outliers in student performance

C. Taking into account the tutor’s experience of delivering the module, make a reflective assessment of the module’s delivery and its effectiveness by responding to the following:

1. Does student performance reflect achievement of the general objectives and learning outcomes of the module? Your response should be informed by the pace (coverage of subject matter and spacing of delivery), appropriateness of teaching learning approaches and assessment approaches. List the actions planned to address the identified issues.

2. Comment on the currency and relevancy of the subject matter. This should also cover issues related to the subject matter in terms of rigour, breadth, depth of coverage and coherence in presentation. List any changes proposed in the subject matter.

3. *Are there any issues related to the learning resources which have affected the delivery of the module such as quality of lecture or tutorial rooms, access to module's reading list and laboratory or IT facilities? List actions planned to address the identified issues.*

4. *List issues identified through feedback from students. Such feedback can originate from module feedback, programme committee, and staff-student consultations. List actions planned to address the identified issues.*

5. *Indicate two good practices (if any), that emerged during the semester, which contributed to the enhancement of the module. Briefly state why you think these are examples of good practice.*

སློབ་ཚན་སྟན་ལུ་འདི་གཞི། (སྟན་ལུ་འདི་ལོ། སྤྱི་ལོ་ ༢༠༢༡)

Module Reporting Template (Year of Reporting, e.g. 2021)

སློབ་ཚན་གྱི་སྟན་ལུ་འདི་ སློབ་ཚན་སློབ་སྟོན་པ་ ཡང་ན་ སློབ་ཚན་འགོ་འདྲེན་པ་གིས་ སློབ་དུས་དེ་ནང་ སློབ་སྟོན་འབད་ཡོད་པའི་ སློབ་ཚན་རེ་རེ་བཞིན་གྱི་ སློབ་ཚན་སྟན་ལུ་ཆ་ཚང་རེ་ སློབ་དུས་མཚུག་བསྐྱུལ་ད་ཐོ་བཀོད་འབད་དེ། སློབ་སློབ་ལས་རིམ་འགོ་ཁྲིད་པ་ ལུ་སྤུལ་དགོ་ སྟན་ལུ་འདི་གནད་དོན་ཚུ་ སློབ་སྟོན་གྱི་ཉམས་ཚུང་། ཕྱི་འདྲེན་ལྷན་ཁྲིའི་གོ་སྐབས་འཆར། སློབ་སྤྱུག་གི་བསམ་ལན། སློབ་ སྤྱུག་གི་གྲུབ་འབྲས། སློབ་ཚན་དང་ལག་ལེན་འབབ་སྤྱོད་ཀྱི་འགྲུབ་དང་། ལོ་ཉེ་མའི་སློབ་ཚན་སྟན་ལུ་ཚུ་གི་ཐོག་ལས་གསལ་ སྟོན་འབད་དགོ།

The module tutor/coordinator must complete a module report for each module delivered at the end of the semester. The report should be submitted to the Programme Leader for the programme of which the module forms a part. The report should be informed by the experience of those delivering the module, external examiner's comments, student feedback, student achievement and current developments in the discipline and in practice, and the previous year's report for the module.

སྟན་ལུ་འདི་གི་དགོས་དོན་འདི་:

- སློབ་ཚན་འདི་ལུ་ ད་ལྟོ་ཡོད་པའི་ལེགས་ཉེས་ཀྱི་གནས་སྟངས་ཚུ་བསྐྱར་ཞིབ་འབད་དེ་ དཔུང་ཞིབ་ཚན་གྱི་བསམ་འཆར་བྱིན་ བི་དང་ སློབ་སྤྱུག་གི་སྤྱོད་སྤྲོད་ཀྱི་སྤྱོད་སྤྲོད་ཀྱི་ལཱ་བཟང་ཐབས་ལུ།
- སློབ་ཚན་ལེགས་བཅོས་ཀྱི་དོན་ལུ་བདེན་ལུངས་ཡོད་པའི་ གནད་དོན་ངོས་འཛིན་འབད་ཐབས་ལུ།
- བདེན་ལུངས་ཚན་གྱི་གནས་ཚུལ་དང་གནད་དོན་ཚུ་ ལོ་བསྟར་ལས་རིམ་དབྱེ་ཞིབ་སྟན་ལུ་ནང་བཅུགས་ཐབས་ལུ་ཨོན།
- སྟན་ལུ་འདི་དང་གཅིག་ཁར་ སློབ་སྤྱུག་གི་སློབ་ཚན་དབྱེ་ཞིབ་ལས་ཐོབ་པའི་ སློབ་སྤྱུག་གི་བསམ་ལན་དབྱེ་ཞིབ་དེ་རྩུར་སྤྱུགས་ ལུ་དགོ།

The purpose of this report is to:

- *provide a critical appraisal of the delivery of a module by reviewing its current strengths and weaknesses and to build on these to enhance the student learning experience.*
- *provide evidence upon which to plan the improvement of the module*
- *feed into the Annual Programme Monitoring Report (APMR) by providing informed, evidence based action points for the programme of which the module forms a part.*

Note:

1. *Separate reports should be prepared for students of different programmes and students taught by different tutors. However, for modules such as internships, dissertations and project work, a single report by the module coordinator will suffice.*
2. *Every college should send a single consolidated report for each University-wide module such as ACS101 and DZG101. These should be sent to the Chief (PTL) at the OVC by the Dean AA. The OVC will forward these reports to the home-base college.*
3. *University-wide modules must be considered while writing the Annual Programme Monitoring Reports for programmes of which it forms a part.*
4. *The analysis of student feedback from the student module evaluation should be attached to this report.*

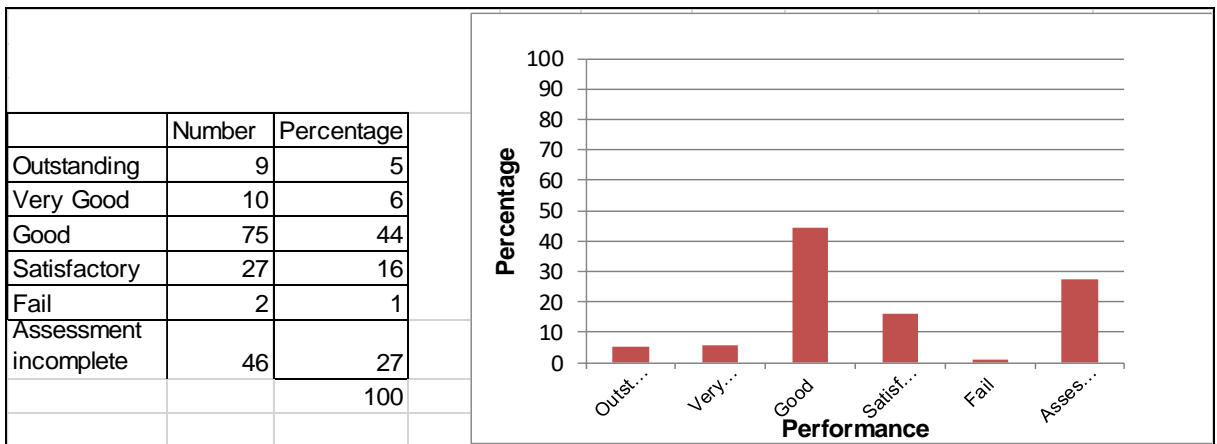
ཀ ལྷན་ལུ་འདི་སྦྱོང་ཚན་གའདི་གི་ཨིན་ན་ སྦྱོང་ཚན་དེ་གི་གནད་དོན་ཚུ་འོག་གི་བཀོད་རིས་དང་འཁྲིལ་ཏེ་བཀོད།

A. Fill in the following details of the module for which this report is prepared

སྦྱོང་ཚན་གྱི་ཨང་དང་མིང།	དཔེར་ན།	HIM 204 མཚན་རྒྱུ་བཅད་དོན།
སྦྱོང་སྦྱོང་གི་ལོ་དང་སྦྱོབ་དུས།	དཔེར་ན།	ལོ་རེ་ ༡ པའི་སྦྱོབ་དུས་༡་པ།
སྦྱོབ་སྦྱོང་ལས་རིམ་གའདི་གི་ཆ་ཤས་སྦྱོང་ཚན་ཨིན་ན།	དཔེར་ན།	འབྲུག་དང་ཉི་མུ་ལ་ཡ་གི་སྦྱོབ་སྦྱོང།
མཐོ་རིམ་སྦྱོབ་གྲ།	དཔེར་ན།	རིག་གཞུང་མཐོ་རིམ་སྦྱོབ་གྲ།
སྦྱོང་ཚན་འགོ་འདྲེན་པ་ཡང་ན་ སྦྱོབ་སྦྱོན་པ།	དཔེར་ན།	སྐལ་བཟང་དོ་རྗེ།
སྦྱོང་ཚན་འདི་ ལྷན་མིའི་སྦྱོབ་སྦྱུག་གི་གྲངས་ལ།	དཔེར་ན།	༡༠༠

ཁ སྦྱོབ་སྦྱུག་གི་མཐའ་དབྱེད་གྲུབ་འབྲས་ཀྱི་ཐོ་ཚུ་ གཞུག་ལག་སྦྱོབ་སྡེའི་དབྱེ་ཞིབ་ལམ་ལུགས་དང་འཁྲིལ་གྲུབ་འབྲས་གི་གནས་ཚད་འདི་ འོག་ལུ་ཡོད་པའི་ Excel རན་བཀོད་དགོ། (དཔེར་ན་ གྲུབ་འབྲས་ བརྒྱ་ཆ་ ༡༠% ཨིན་པ་ཅིན་ མཚོག་གྲུང་གི་གྲངས་སུ་ཚུད་པ་ཨིན། ཤེས་ཡོན་འཁོར་ལོ་ D1 རན་གཟིགས།) གྲུབ་འབྲས་ཀྱི་བརྒྱ་ཆ་དང་ ཐིག་རིས་དེ་རང་བཞིན་གྱིས་གསལ་སྦྱོན་འབད་འོང།

B. The performance of students in the module should be recorded in the Excel linked sheet below. Enter the number of students whose achievements fall under each of the RUB's levels of performance (e.g. performance \geq 80% falls under Outstanding. Refer to D1 of the Wheel). The associated performance as a percentage and the graphical representation will be automatically generated.



1) གོང་གི་སློབ་ཚན་གྲུབ་འབྲས་ཀྱི་ཐོག་ཁྲམ་དབྱེ་དཔྱད་འབད་ཞིན་མ་ལས་ གསལ་སྟོན་འབད་དགོ་པའི་གནད་དོན་ཚུ་ངོས་འཛིན་འབད། དབྱེ་དཔྱད་འདི་སློབ་ཚན་གི་ནང་དོན། སློབ་སྟོན་ཐབས་ལམ་དང་ དབྱེ་ཞིབ་འབད་ཐངས་ཚུ་གི་ཐོག་ལས་ གསལ་སྟོན་འབད་དགོ། (སློབ་སྟོན་ཐབས་ལམ་དེ་གིས་ སློབ་ཕྱག་གི་ལྷན་སྐྱེས་ཀྱི་གྲུབ་འབྲས་ལུ་ཕན་པ་ཡོད་མེད། དབྱེ་ཞིབ་ལམ་ལུགས་དེ་ འོས་བབས་ཡོད་མེད་དང་། ལྷགས་ཀྱི་ཚད་གཞི་ཁ་གསལ་དང་ དེ་གིས་སློབ་ཕྱག་གི་ཕྱོགས་གྲུབ་ལེགས་ཤོམ་འབད་སོ་སོར་གསལ་སྟོན་འབད་མ་འབད་བཀོད།) གནས་སྤྱད་ནང་འགྱུར་བ་དང་ ཚ་གྲུབ་བསྐྱེད་དགོ་པའི་གནད་དོན་ཡོད་པ་ཅིན་ གསལ་སྟོན་འབད། (དཔེར་ན་ སློབ་ཕྱག་གི་གྲུབ་འབྲས་ཀྱི་གནད་ཚད་གསལ་སྟོན་བཟུམ།)

1. Analyse student performance in the module from the graph. The analysis should be informed by the subject matter, the approaches to teaching, learning and assessment of the module (whether the teaching learning approaches helped students achieve the learning outcomes, whether the assessment approaches were suitable, and whether the marking criteria were clear and successful in distinguishing performance). Highlight any trends in the data and any concerns, e.g. outliers in student performance

ག སློབ་ཚན་གི་སློབ་སྟོན་དང་ ཕན་ཚུམ་གི་དབྱེ་ཞིབ་དོན་ལུ་ སློབ་ཚན་སློབ་སྟོན་འབད་མི་ཉམས་སྤྱོད་ལུ་གཞི་བཞག་སྟེ་ འོག་གི་གནད་དོན་ཚུ་གི་ལན་བྲིས།

C. Taking into account the tutor’s experience of delivering the module, make a reflective assessment of the module’s delivery and its effectiveness by responding to the following:

1) སྤྱིར་བཏང་སློབ་ཕྱག་གི་སྤྱི་ཚད་དང་གྲུབ་འབྲས་ཀྱི་བསམ་འཆར་དང་ལག་ལེན་འཐབ་ཡོད་པའི་ལྷན་སྐྱེས་ཀྱི་ལས་རིམ་གི་སྤྱི་ཚད་ལུ་ རྒྱུ་རའི་བསམ་པ་ཚོགས་མ་ཚོགས་སྤྱིར་བཏང་གི་བསམ་འཆར་བཀོད། དབྱེ་ཞིབ་འདི་(སློབ་ཚན་དོན་ཚན་གི་ལྷན་སྐྱེས་ཀྱི་སློབ་སྟོན་དང་དབྱེ་ཞིབ་དཔྱད་བཀོད།) སློབ་སྟོན་དང་དབྱེ་ཞིབ་འབད་ཐངས་ཀྱི་འོས་འབབ། དཀའ་ལཱ་དང་ལེན་འབད་ཡོད་མི་དང་ ཡང་ན་ དཀའ་ལཱ་སེལ་ཐབས་ཀྱི་ ལས་འཆར་བཟུམས་ཡོད་མི་ཚུ་གི་ ཐོག་ལས་བརྗོད་སྟོན་འབད་དགོ། ལེགས་ཆ་ཡོད་པ་ཅིན་གསལ་སྟོན་འབད།

5. Does student performance reflect achievement of the general objectives and learning outcomes of the module? Your response should be informed by the pace (coverage of subject matter and spacing of delivery), appropriateness of teaching learning approaches and assessment approaches. List the actions planned to address the identified issues.

2) སློབ་སྟོན་པ་ཚུ་གིས་ སློབ་ཚན་གྱི་དོན་ཚན་གྱི་ ལེགས་ཉེས་ཀྱི་ཆ་དང་ དུས་མཐུན་ཡོད་མེད་དང་། དམིགས་བསལ་གྱི་ དང་ལེན་འབད་ཡོད་མི་ ཡང་ན་ འཆར་གཞི་བརྩམས་ཡོད་པའི་བྱ་རིམ་གྱི་ དབྱེ་ཞིབ་བཀོད།

6. *Comment on the currency and relevancy of the subject matter. This should also cover issues related to the subject matter in terms of rigour, breadth, depth of coverage and coherence in presentation. List any changes proposed in the subject matter.*

3) ལྟ་བུ་སྟོན་མཁོ་ཆས་དང་འབྲེལ་བའི་གནད་དོན་ སློབ་ཚན་གྱི་གནས་སྤངས་ལུ་ བན་གོད་བྱུང་ཡོད་པའི་ལྟ་བུ་སྟོན་མཁོ་ཆས་ (དབེར་ན་ གསལ་བཤད་ཀྱི་སྒྲུབ་ཚད། སློབ་ཁང་། བརྟམ་དབྱུང་ཁང་། ཡང་ན་ སློབ་རིག་གི་མཐུན་ཆེན) དང་ བན་གོད་བྱུང་ཡོད་མི་ཚུ་ལུ་ དང་ལེན་དང་ ཡང་ན་ འཆར་གཞི་བརྩམས་ཡོད་མི་ཚུ་བཀོད། ལྟ་བུ་སྟོན་མཁོ་ཆས་ལུ་བརྟམ་ སློབ་ཚན་དང་སློབ་ཕྱག་གི་དམིགས་ཡུལ་གྲུབ་ནི་ལུ་ ཁེ་སན་ཡོད་པའི་ ལེགས་ཆ་ཚུ་བད་ སྟོན་འབད།

7. *Are there any issues related to the learning resources which have affected the delivery of the module such as quality of lecture or tutorial rooms, access to module's reading list and laboratory or IT facilities? List actions planned to address the identified issues.*

4) སློབ་ཕྱག་གི་ (སློབ་ཚན་གྱི་བསམ་ལན། སློབ་སློབ་གི་ཚོགས་ཚུང་དང་། སློབ་ཕྱག་དང་སློབ་སྟོན་པའི་གོས་བསྟུན་ཚུ་ནང་།) རོས་འཛིན་འབད་ཡོད་པའི་གནད་དོན་དང་ དེ་ལུ་དང་ལེན་འབད་མི་དང་ ཡང་ན་ འཆར་གཞི་བརྩམས་ཡོད་པའི་བྱ་རིམ་ ཚུ་བཀོད། སློབ་ཕྱག་གིས་བཀོད་ཡོད་པའི་སློབ་ཚན་དབྱེ་ཞིབ་ཀྱི་ རང་ལས་ ལེགས་ཆ་རེ་ཡོད་པ་ཅིན་ གསལ་སྟོན་ འབད།

8. *List issues identified through feedback from students. Such feedback can originate from module feedback, programme committee, and staff-student consultations. List actions planned to address the identified issues.*

ལ) སློབ་དུས་འདི་ནང་ སློབ་ཚན་འདི་སློབ་སྟོན་འབད་བའི་སྐབས་ སྤྱི་ཚད་ཡར་བྱུག་གི་དོན་ལུ་ ཕན་ཚུབས་ཆེ་བའི་
ཁྱད་རིག་གི་ལཱ་ལེགས་ཤོམ་འབད་འབད་མཐོང་པ་ཅིན་ གཉེན་ལས་མ་མངམ་ཅིག་ཐོ་བཀོད་འབད།

6. *Indicate two good practices (if any), that emerged during the semester, which contributed to the enhancement of the module. Briefly state why you think these are examples of good practice.*

Annual Programme Monitoring Report Template

A. Fill in the following details of the programme for which this report is prepared

Title of Programme	e.g. <i>BE in Information Technology</i>
Year	e.g. <i>June 2021 to July 2022 (the month and year for which the report is submitted to Programmes and Quality Committee)</i>
College	e.g. <i>CST</i>
Programme Leader	e.g. <i>Yeshey Wangchuk</i>

B. Response to issues raised and actions planned in the previous (e.g. 2021) APM report

(New programmes should provide a response to the recommendations and conditions of the validation report in place of the action plan, while reviewed programmes should provide a response to the recommendations and conditions of the review report).

C. Evaluation of achievement of the programme's aims and learning outcomes

*This section should be a critical reflection of how the design and delivery of the programme have worked towards achieving the aims and learning outcomes of the programme over the period of monitoring. State what helped achieve the aims and learning outcomes and what hindered their achievement in relation to criteria set out in **Section A** (the subject matter reflects the programme aims, matches the level of the award, and provides a balance of conceptual and transferable skills) and **Section B** (subject matter reflects the needs of employers, is up to date, and takes account of changes in the subject and in the profession), of **F3 Quality Criteria, Wheel**. This section should NOT be a reproduction of the programme's aims and learning outcomes from the Definitive Programme Document.*

D. Evaluation of teaching, learning and assessment of the programme

*This section should provide an evaluation of issues covered by aspects of **Section D** (teaching reflects the aims of the programme, encourages deep learning, has variety, is well planned, is enriched by research; assessment serves formative and summative purposes, good feedback is given to students) of **F3 Quality Criteria, Wheel**.*

E. Evaluation of staff, facilities and learning resources

*This should be an evaluation of relevant factors related to staff, facilities and learning resources as set out in **Sections C & F of F3 Quality Criteria, Wheel**. Highlight situations where the lack of essential resources has hindered effective delivery of the programme.*

F. Evaluation of the programme's management and support to students

*This should be an evaluation of how the programme has been managed and support mechanisms provided to students against relevant criteria set out in **Sections G & H of F3 Quality Criteria, Wheel**.*

G. Changes that have been made to the programme and associated module(s) since the last APMR, e.g. changes to teaching learning approaches, assessments, student learning support or the subject matter.

How have these changes resulted in amendments to the Definitive Programme Document? State the changes, date and the body that endorsed the changes. Also specify the date on which the revised DPD was accepted by the Office of the Vice Chancellor.

H. Commentary on provided data set attached as evidence under sub-sections (b) and (c) in Section M. (E.g. progression, completion, mark distribution, and result analysis).

Highlight any trends in the data and any programme concerns, e.g. outlying performance in a particular module and an analysis of possible reasons associated with these. Include student achievement that merits mention here.

I. Major issues raised by students about the programme and its modules

(through module/programme feedback from students, via staff/student committees) and the Programme Committee's responses.

J. Main issues, if any, raised by external examiners in their reports, and how these will be addressed.

K. Examples of good practice to share across the College and University.

L. Actions planned for the next year of the programme including staff development

(The action plan should include specific activities, timelines, and person/s responsible for implementation)

Sample action plan:

SI #	Activity	Timeline	Person/s responsible
1	Update reading list for Module “DEP507 Population and Health: Techniques of Analysis and Policy Perspective” by replacing essential reading “ <i>Principles of Population Studies</i> ” by Bhende, A.A., & Kanitkar, T. 1978 edition with the 2014/2015 edition	Before the end of the next semester (November 2018)	Programme Leader and Module tutor

M. Please attach the following documents as evidence to the APM Report

- Copy of the External Examiner’s Report for the programme
- Statistics of every cohort on the programme in the format below.

Level		Student Numbers		
Year	Semester	Total	Repeating (semester or module)	Discontinued
1	I			
	II			
2	I			
	II			
....	...			

c. Student performance profile for each semester of the programme in number for each level of performance as set out in D1 Assessment regulations, paragraph 5.1 (Wheel). While calculating the performance profile:

- take the average of all modules prescribed for each semester of the programme.
- place all students in the levels of performance based on the percentage obtained, regardless of whether they have failed in a module/s.
- exclude students who are repeating modules/semesters.

The profile should be in the following format:

Level	Semester	Level of Performance by number of students				
		Outstanding (80% and above)	Very good (70 - 79.9%)	Good (60 - 69.9%)	Satisfactory (50 - 59.9%)	Fail (49.9% and below)
Year 1	I					
	II					
Year 2						
....	I					
	II					
*Graduating cohort's consolidated performance						

* This should be worked out on the overall performance of the cohort calculated for the duration of a programme as set out in D1 of the Wheel (i.e. 10:20:30:40 for a 4-year programme, etc.)

d. A list of other sources of evidence on which the APMR has been based such as employers views, first destination of graduates from the previous year of the programme.

N. Please indicate below that the report has been received and approved by the appropriate bodies:

	Date
Report considered and approved by the programme committee	
Report considered and approved by the College Academic Committee	
Final report forwarded to PQC	

ལོ་བསྟར་སློབ་སྦྱང་ལས་འཛིན་གྱི་ཞིབ་ཞུ་ལྟུང་འཕེལ་གཞི

Annual Programme Monitoring Report Template

ཀ ཞུ་ལྟུང་འཕེལ་གཞི་སློབ་སྦྱང་ལས་འཛིན་གྱི་ཞིབ་ཞུ་ལྟུང་འཕེལ་གཞི་ལྟར་དོན་ཚུ་འོག་གི་བཀོད་རིས་དང་འབྲེལ་ཏེ་བཀོད།

A. Fill in the following details of the programme for which this report is prepared

སློབ་སྦྱང་ལས་འཛིན་གྱི་མིང། Title of Programme	དཔེར་ན། བཟོ་རིག་གཙུག་ལག་གཞི་རིམ། བརྟམ་དོན་དང་འཕུལ་རིག། e.g. BE in Information Technology
ལོ། Year	དཔེར་ན། སྤྱི་ཟླ ༤ པ་ ༢༠༢༡ ལས་ སྤྱི་ཟླ ༧ པ་ ༢༠༢༢། (སློབ་སྦྱང་ལས་འཛིན་གྱི་ཚད་ཚོགས་ཚུང་ལུ་ཞུ་ལྟུང་འཕེལ་གཞི་སྤྱི་ཟླ་དང་ལོ།) e.g. June 2021 to July 2022 (the month and year for which the report is submitted to Programmes and Quality Committee)
མཐོ་རིམ་སློབ་གྲྭ། College	དཔེར་ན། ཚན་རིག་དང་འཕུལ་རིག་མཐོ་རིམ་སློབ་གྲྭ། e.g. CST
སློབ་སྦྱང་ལས་འཛིན་འགོ་ཁྲིད་པ། Programme Leader	དཔེར་ན། ཡེ་ཤེས་དབང་ཕུག། e.g. Yeshey Wangchuk

ཁ འདས་པའི་ལོ་བསྟར་སློབ་སྦྱང་ལས་འཛིན་གྱི་ཞིབ་ཞུ་ལྟུང་ (APM report) ནང་ (དཔེར་ན། ༢༠༢༡) བཀོད་ཡོད་པའི་གནད་དོན་ཚུ་དང་ ལས་སྐྱབས་ལོ་མི་ཚུ་ལུ་ གདོང་ལེན་འབད་ཡོད་པའི་གནད་དོན་ཚུ་བཀོད།

(སློབ་སྦྱང་ལས་འཛིན་གསར་པ་ཨིན་པ་ཅིན་ ལས་འཆར་གྱི་ཚབ་ལུ་ སློབ་སྦྱང་ལས་འཛིན་པའི་བརྟམ་དོན་ལྟུང་ རྒྱབ་སྐྱོན་བསམ་འཆར་དང་གནས་ཚད་བཀོད་ཡོད་མི་ལུ་ གདོང་ལེན་འབད་ཡོད་པའི་གནད་དོན་ཚུ་བཀོད།)

B. Response to issues raised and action planned in the previous (e.g. 2021) APM report

(New programmes should provide a response to the recommendations and conditions of the validation report in place of the action plan, while reviewed programmes should provide a response to the recommendations and conditions of the review report).

ག སློབ་སྦྱང་ལས་འཛིན་གྱི་དམིགས་ལུལ་དང་གྲུབ་འབྲས་ཚུ་ མཐར་འཁྲུལ་གྲུབ་པའི་དབྱེ་ཞིབ།

C. Evaluation of achievement of the programme’s aims and learning outcomes

སློབ་སྦྱང་ལས་འཛིན་གྱི་དམིགས་ལུལ་དང་གྲུབ་འབྲས་ཚུ་ལུ་ ག་དེ་སླེ་མན་ཐོགས་ཅི་ག་གི་ དཔུང་ཞིབ་འབད་དགོ།

ཤེས་ཡོན་འཁོར་ལའི་དོན་ཚན་ F3 སྤྱི་ཚད་ཚད་གཞིའི་ (F3 Quality Criteria, Wheel) སྡེ་ཚན་ ൬ (Section A) བྱང་བཀོད་ཡོད་པའི་ཚད་གཞི་དང་འབྲེལ་ གནད་དོན་ག་ཅི་གིས་དམིགས་ཡུལ་དང་སློབ་སྦྱང་གྲུབ་འབྲས་ གྲུབ་ནི་ལུ་པན་ ཐོགས་ཅི་ག་དང་ ག་ཅི་གིས་བར་ཆད་རྒྱབ་ཅི་ག་བཀོད་ནི་ (དོན་ཚན་གྱིས་ སློབ་སྦྱང་གི་དམིགས་ཡུལ་གསལ་སྟོན་ འབདཱ་མས། ཤེས་ཡོན་གྱི་གནས་ཚད་དང་མཐུན་མས། གོ་རྟོགས་དང་རིག་ཅུལ་ཆ་མཉམ་སྡེ་སྟོན་དེ་འདྲུག།) དང་ སྡེ་ཚན་ ༧ (Section B) བྱང་ (དོན་ཚན་གྱིས་ ལཱ་གཡོག་སྟོན་མི་གི་དགོས་མཁོ་གསལ་སྟོན་འབདཱ་མས། དུས་མཐུན་འདྲུག། དོན་ཚན་དང་ལྷན་རིག་གི་བསྐྱར་བ་རྒྱ་ལེན་འབདཱ་མས།) གནད་དོན་ཚུ་བཀོད་དགོ། སྡེ་ཚན་འདི་གི་གནད་དོན་འདི་ སློབ་སྦྱང་ལས་རིམ་གྱི་ངེས་བརྟན་ཡིག་ཆ་ནང་བཀོད་ཡོད་པའི་ དམིགས་ཡུལ་དང་སློབ་སྦྱང་གི་གྲུབ་འབྲས་ལས་སོ་སོ་འབད་ དགོ།

*This section should be a critical reflection of how the design and delivery of the programme have worked towards achieving the aims and learning outcomes of the programme over the period of monitoring. State what helped achieve the aims and learning outcomes and what hindered their achievement in relation to criteria set out in **Section A** (the subject matter reflects the programme aims, matches the level of the award, and provides a balance of conceptual and transferable skills) and **Section B** (subject matter reflects the needs of employers, is up to date, and takes account of changes in the subject and in the profession), of **F3 Quality Criteria, Wheel**. This section should NOT be a reproduction of the programme's aims and learning outcomes from the Definitive Programme Document.*

ང སློབ་སྦྱང་ལས་རིམ་གྱི་ སློབ་སྟོན་དབྱེ་ཞིབ་དང་ ལྷན་སྦྱངས་ཀྱི་ དཔྱད་ཞིབ།

D. Evaluation of teaching, learning and assessment of the programme

སྡེ་ཚན་འདི་གིས་ ཤེས་ཡོན་འཁོར་ལའི་དོན་ཚན་ F3 སྤྱི་ཚད་ཚད་གཞིའི་ (F3 Quality Criteria, Wheel) སྡེ་ཚན་ ༨ ག་ (Section D) པའི་ནང་བཀོད་ཡོད་པའི་གནད་དོན་ (སློབ་སྟོན་གིས་སློབ་སྦྱང་ལས་རིམ་གྱི་དམིགས་ཡུལ་ཚུ་གསལ་ སྟོན་འབདཱ་མས། གཉིང་ཟབ་ཀྱི་ལྷན་སྦྱང་ལུ་སེམས་བྱུགས། ལག་མ་འདྲུལ། ལེགས་འཆར་ཅན། ཞིབ་འཇོལ་ཅན། དབྱེ་ ཞིབ་ཚུ་དུས་རྒྱུན་དང་མཐུག་བསྐྱེད་དགོས་མཁོ་ཅན་དང་། སློབ་སྦྱང་གི་ལཱ་འཁུན་རྒྱབ་བསྟོན་བསམ་འཆར་ཚུ་སྟོན་ ཡོདཔ།) ཚུ་གི་དབྱེ་ཞིབ་ཚུ་དགོ།

*This section should provide an evaluation of issues covered by aspects of **Section D** (teaching reflects the aims of the programme, encourages deep learning, has variety, is well planned, is enriched by research; assessment serves formative and summative purposes, good feedback is given to students) of **F3 Quality Criteria, Wheel**.*

3 ལས་བྱེད། མཐུན་རྐྱེན་དང་། ལྷན་སྐྱེད་མཁོ་ཆས་ཀྱི་དབྱེ་ཞིབ།

E. Evaluation of staff, facilities and learning resources

གནད་དོན་འདི་ ཤེས་ཡོན་འཁོར་ལེའི་དོན་ཚན་ F3 སྐུས་ཚན་ཚད་གཞིའི་སྡེ་ཚན་ ག་ དང་ ཆ་ (Sections C & F of F3 Quality Criteria, Wheel) རན་བཀོད་ཡོད་པའི་ ལས་བྱེད། མཐུན་རྐྱེན་དང་། ལྷན་སྐྱེད་མཁོ་ཆས་དང་ འབྲེལ་བ་ཡོད་པའི་རྒྱ་རྒྱུན་གྱི་དབྱེ་ཞིབ་ཨིན་མ་འབད་དགོ། འདི་ནང་ ཉེ་བར་མཁོ་བའི་མཐུན་རྐྱེན་མེད་པའི་རྒྱུན་གྱིས་སློབ་སྦྱོང་འདི་ བན་རྒྱས་ཅན་འབད་ལག་ལེན་འབབ་ནི་ལུ་བར་ཆད་རྒྱབ་ཡོད་པའི་གནས་སྐབས་ཚུ་གསལ་སྟོན་འབད།

This should be an evaluation of relevant factors related to staff, facilities and learning resources as set out in Sections C & F of F3 Quality Criteria, Wheel. Highlight situations where the lack of essential resources has hindered effective delivery of the programme.

ཆ སློབ་སྦྱོང་ལས་རིམ་གྱི་འཛིན་སྦྱོང་དང་སློབ་སྦྱོང་སྐྱབ་སྦྱོར་གྱི་དབྱེ་ཞིབ།

གནད་དོན་འདི་ ཤེས་ཡོན་འཁོར་ལེའི་དོན་ཚན་ F3 སྐུས་ཚན་ཚད་གཞིའི་སྡེ་ཚན་ ཇ་ དང་ ཉ་ (Sections G & H of F3 Quality Criteria, Wheel) གི་ནང་བཀོད་ཡོད་པའི་ ཚད་གཞི་དང་འཁྲིལ་ སློབ་སྦྱོང་ལས་རིམ་འདི་འཛིན་སྦྱོང་ག་དེ་སྡེ་འབབ་ཅི་ག་དང་ སློབ་སྦྱོང་ལུ་རྒྱབ་སྦྱོར་གྱི་ཐབས་ལམ་ག་ཅི་བྱེད་ཡི་ག་ དེ་ཚུ་གི་དབྱེ་ཞིབ་ཨིན།

F. Evaluation of the programme’s management and support to students

This should be an evaluation of how the programme has been managed and support mechanisms provided to students against relevant criteria set out in Sections G & H of F3 Quality Criteria, Wheel.

ཇ མཐའ་མཇུག་གི་སློབ་སྦྱོང་ལས་རིམ་དབྱེ་ཞིབ་སྐྱེད་ལུ་ཕུལ་བའི་ཕུལ་ལས་ སློབ་སྦྱོང་ལས་རིམ་དང་ འདི་དང་འབྲེལ་བའི་སློབ་ཚན་ཚུ་ལུ་བསྐྱར་བཅོས་འབད་ཡོད་པའི་གནད་དོན་ཚུ་ཨིན། དཔེར་ན། ལྷན་སྐྱེད་གྱི་ཐབས་ལམ། དབྱེ་ཞིབ། སློབ་སྦྱོང་གི་ ལྷན་སྐྱེད་ལུ་རྒྱབ་སྦྱོར། ཡང་ན་ དོན་ཚན་ལུ་བསྐྱར་བཅོས་འབད་ཡོད་མི་ཚུ། བསྐྱར་བཅོས་དེ་ཚུ་གིས་ སློབ་སྦྱོང་ལས་རིམ་གྱི་དཔེ་བཟོན་ཡིག་ཆ་ལུ་ འགྱུར་བ་ག་དེ་སྡེ་བྱུང་ཡི? བསྐྱར་བཅོས་འབད་ཡོད་པའི་གནད་དོན་དང་ཚོས་གངས། དེ་ལས་ བསྐྱར་བཅོས་ཆ་འཛིན་གནང་མི་འདུས་ཚོགས་ཚུ་བཀོད། གཞན་ཡང་ བསྐྱར་ཞིབ་འབད་ཡོད་པའི་ སློབ་སྦྱོང་ལས་རིམ་གྱི་ དཔེ་བཟོན་ཡིག་ཆ་འདི་ གཙུག་ལག་སློབ་སྡེ་གིས་ རོས་ལེན་གནང་བའི་ཚོས་གངས་བཀོད།

G. Changes that have been made to the programme and associated module(s) since the last APMR, e.g. changes to teaching learning approaches, assessments, student learning support or the subject matter. How have these changes resulted in amendments to the Definitive Programme Document? State the changes, date and the body that endorsed the changes. Also specify the date on which the revised DPD was accepted by the Office of the Vice Chancellor.

3 འོག་གི་སྡེ་ཚན་ བ་ (Section M) གི་སྡེ་ཕྱན་ (ཁ་ b) དང་ (ག་ c) ནང་ རྒྱབ་ཁྲུངས་ཀྱི་དོན་ལུ་བཀོད་ཡོད་པའི་གནས་སྟངས་ལྟར་ཀྱི་འབྲེལ་བཤད་རྒྱབ་དགོ། (དཔེར་ན། སློབ་རིམ་ཡར་འཕར། མཐར་འཁྲུལ། སྐྱགས་ཀྱི་བགོ་བཟམ་དང་གྲུབ་འབྲས་ཀྱི་དཔྱད་ཞིབ་ཚུ་ཡིན།) གནས་སྟངས་ལྟར་ཡོད་པའི་གནས་སྟངས་དང་ སློབ་སྦྱོང་ལས་རིམ་ནང་ཚ་གྲང་ལང་དགོ་པའི་གནད་དོན་རེ་ཡོད་པ་ཅིན་གསལ་སྟོན་འབད་དགོ། དཔེར་ན། དམིགས་བསལ་གྱི་སྦྱོང་ཚན་ནང་ སློབ་ཕྲུག་གི་སྦྱོངས་གྲུབ་ཀྱི་གནས་སྟངས་མ་འབྲས་དང་ དེ་དང་འབྲེལ་བའི་རྒྱ་མཚན་གྱི་དཔྱད་ཞིབ་བརྩམ་ཡིན། སློབ་ཕྲུག་གི་གྲུབ་འབྲས་གསལ་སྟོན་འབད་དགོ་པའི་འོས་འབབ་ཡོད་པ་ཅིན་འདི་གི་གྲངས་སུ་བཅུགས་དགོ།

H. Commentary on provided data set attached as evidence under sub-sections (b) and (c) in Section M. (E.g. progression, completion, mark distribution, and result analysis). Highlight any trends in the data and any programme concerns, e.g. outlying performance in a particular module and an analysis of possible reasons associated with these. Include student achievement that merits mention here.

5 སློབ་ཕྲུག་ཚུ་གིས་ སློབ་སྦྱོང་ལས་རིམ་དང་ སྦྱོང་ཚན་ཚུ་གི་སློབ་ལས་ བཤད་ཡོད་པའི་གལ་གནད་ཅན་གྱི་གནད་དོན་ཚུ་ (སྦྱོང་ཚན་/སློབ་སྦྱོང་ལས་རིམ་ལུ་ སློབ་ཕྲུག་གིས་བྱིན་པའི་བསམ་ལན་དང་། ལས་བྱེད་/སློབ་ཕྲུག་གི་ཚོགས་རྒྱུང་ཚུ་ལས་བྱུང་པའི་གནད་དོན་ཚུ་ཡིན།) དང་ སློབ་སྦྱོང་ལས་རིམ་ཚོགས་རྒྱུང་གིས་ངོས་ལེན་འབད་མི་ཚུ་བཀོད།

I. Major issues raised by students about the programme and its modules (through module/programme feedback from students, via staff/student committees) and the Programme Committee's responses.

8 གལ་སྲིད་ཕྱི་འབྲེན་བཟོ་རྒྱུ་ལུ་སློབ་ཕྲུག་གིས་ གལ་ཅན་གྱི་གནད་དོན་རེ་བཤད་དེ་ཡོད་པ་ཅིན་དེ་བཀོད་ནི་དང་ གནད་དོན་དེ་ཚུ་ག་དེ་སྡེ་ག་དོང་ལེན་འབད་ནི་ཡིན་ན་བཀོད་དགོ།

J. Main issues, if any, raised by external examiners in their reports, and how these will be addressed.

9 གཞུགས་ལག་སློབ་སྡེ་དང་ མཐོ་རིམ་སློབ་གྲྭ་ཡོངས་ལུ་ བརྗེ་སོར་གྱི་འོས་འབབ་ཡོད་པའི་ ལས་རིམ་ལེགས་ཤོམ་གྱི་དཔེ།

K. Examples of good practice to share across the College and University.

ན སང་ཚོ་གྱི་ལོ་ནང་ སློབ་སྦྱང་ལས་ལཱ་དང་མི་སྣ་བས་རྒྱ་བསྐྱེད་ཀྱི་དོན་ལུ་ ལས་སྐྱ་གི་འཆར་གཞི་བཅུ་མས་ཡོད་མི་ཚུ་བཀོད།
 (ལས་སྐྱ་འཆར་གཞི་ནང་ དམིགས་བསལ་གྱི་ལས་ལཱ། དུས་ཡུན་དང་ ལག་ལེན་དོན་ལུ་འགན་ཁུར་ག་གིས་འབག་ནི་ཡིན་
 བ་བཀོད་དགོ།)

L. Actions planned for the next year of the programme including staff development

(The action plan should include specific activities, timelines, and person/s responsible for implementation)

ལས་འཆར་གྱི་དཔེ། *Sample action plan:*

ཨང་། SI #	ལས་སྐྱ། Activity	དུས་ཡུན། Timeline	འགན་ཁུར། Person/s responsible
1	སློབ་ཚན་ LNG406 གཞུགས་ལག་གཞི་མཚོགས་ རྒྱན་ཡིག་དང་ཚུམ་རིག་གི་ རྒྱབ་རྟེན་དཔེ་དེབ་མཇོ་ གྲུབ། ཀམ་སློབ་ལམ་འོད་ཟེར། (༢༠༠༤) སྤུས་ རྟོགས་འགྲེལ་པ་ལེགས་བཤད་སྤང་བ་དམ་པ། ཀེ་ ཨེམ་གྱི་དཔེ་སྐྱེད་ཁང།	མེར་ཁའི་སློབ་དུས་ནང་ འཇོད། (སྤྱི་ཟླ་ ༡༡ པ་ ༢༠༡༧)	ལས་ལཱ་འགོ་བཙུག་པ་དང་ སློབ་ཚན་སློབ་སྟོན་པ།

པ ལོ་བསྟར་སློབ་སྦྱང་ལས་ལཱ་དབྱེ་ཞིབ་སྟན་ལུ་གི་ རྒྱབ་བྱེད་ཀྱི་དོན་ལུ་ འོག་གི་ཡིག་ཆ་ཚུ་བྱུར་སྤྲུགས་འབད་བཅུགས།

M. Please attach the following documents as evidence to the APM Report

ཀ ཕྱི་འབྲེན་བཟོ་རྟོག་པའི་ སློབ་སྦྱང་ལས་ལཱ་གྱི་སྟན་ལུ་འབྲེན།

a. Copy of the External Examiner’s Report for the programme

ཁ སློབ་སྦྱང་ལས་ལཱ་འདི་ནང་ཡོད་པའི་ ལོ་རིམ་སྡེ་ཚན་ཅེ་ཅེ་བཞིན་གྱི་ གནས་སྤུད་ འོག་གི་བཀོད་རིས་ནང་བཀོད།

b. Statistics of every cohort on the programme in the format below.

གནས་ཤིང་། Level		སློབ་ཕྱག་གྲངས་ལ། Student Numbers		
ལོ་ཤིང་། Year	སློབ་དུས། Semester	བསྐྱེད་མཁུ། Total	བསྐྱེད་ལོག། (སློབ་དུས་ ཡང་ན་ སློབ་ཚན།) Repeating (semester or module)	མཚམས་བཞག། Discontinued
དང་པ། Year 1	I			
	II			
གཉིས་པ། Year 2	I			
	II			
....	...			

ག ཤེས་ཡོན་འཁོར་ལའི་དོན་ཚན་ D1 དབྱེ་ཞིབ་ལམ་ལུགས་ དོན་མཚམས་ ༥.༡ (paragraph 5.1) ནང་བཞོན་ ཡོད་པའི་གནད་དོན་དང་འཕྲིལ་ སློབ་སློབ་ལས་ཤིང་འདི་གི་ སློབ་དུས་ལེ་ལེ་བཞེན་གྱི་ སློབ་ཕྱག་གི་གྲངས་ལྟར་ གནས་ཚད་ལེ་ལེ་བཞེན་ གྲངས་ལའི་ཐོག་ལུ་བཞོན་དགོ། གྲངས་ལྟར་གྱི་གནས་ཚད་ཚུལ་བཞོན་པའི་སྐབས་:

- སློབ་སློབ་ལས་ཤིང་འདི་གི་ སློབ་དུས་ལེ་ལེ་ནང་ཡོད་པའི་ སློབ་ཚན་ཡོངས་ཚོགས་ཀྱི་བརྒྱ་ཆ་བཞོན་དགོ།
- སློབ་ཕྱག་གིས་ སློབ་ཚན་ནང་མཐར་འཁྲོལ་རུང་མ་འཁྲོལ་རུང་ བརྒྱ་ཆ་ཐོབ་མི་ལུ་གཞི་བཞག་སྟེ་ སློབ་ཕྱག་ཡོངས་ ཚོགས་ གྲངས་ལྟར་གྱི་གནས་ཚད་དང་འཕྲིལ་བཞོན་དགོ།
- སློབ་ཚན་བསྐྱེད་ལོག་དང་ སློབ་དུས་བསྐྱེད་ལོག་རྒྱུ་མི་ སློབ་ཕྱག་ཚུ་འདི་གི་གྲངས་ལས་བཞོན་བཞག་དགོ།

གནད་སླད་འདི་འོག་གི་བཞོན་ཤིང་ནང་བཞོན་དགོ།

- c. Student performance profile for each semester of the programme in number for each level of performance as set out in D1 Assessment regulations, paragraph 5.1 (Wheel). While calculating the performance profile:
- take the average of all modules prescribed for each semester of the programme.
 - place all students in the levels of performance based on the percentage obtained, regardless of whether they have failed in a module/s.
 - exclude students who are repeating modules/semesters.

The profile should be in the following format:

གནས་ཚད། Level	སློབ་དུས། Semester	གྲངས་ལྟར་གྱི་གནས་ཚད་དང་འཕྲིལ་སློབ་ཕྱག་གི་གྲངས་ལ་བཞོན། Level of Performance by number of students				
		མཚོག་འགྱུར། Outstanding (80% and above)	རབ། Very good (70 - 79.9%)	འབྲིང་། Good (60 - 69.9%)	ཐ། Satisfactory (50 - 59.9%)	མཐར་མ་འཁྲོལ། Fail (49.9% and below)
		ལོ་ཤིང་པ། Year 1	I			
	II					
ལོ་ཤིང་གཉིས་པ། Year 2	I					
	II					
.....					
* མཐར་འཁྲོལ་སློབ་ཕྱག་གི་སྟེ་						

བསྐྱོམས་གྲུབ་འབྲས། *Graduating cohort's consolidated performance					
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* གནད་དོན་འདི་ ཤེས་ཡོན་འཁོར་ལའི་ D1 ནང་ བཀོད་ཡོད་པའི་གནད་དོན་དང་འཁྲིལ་ (ལོ་ངོ་བཞི་གི་སློབ་སློབ་ ཡིན་པ་ཅིན་ 10:20:30:40 ཐོག་ལས།) སློབ་སློབ་ལས་རིམ་གྱི་དུས་ཡུན་ལས་རྩིས་པ་བཟུང་ སློབ་སློབ་སླེ་ཚན་དེ་གི་ སློབ་སྐྱོམས་གྲུབ་འབྲས་བཟོ་དགོ།

* This should be worked out on the overall performance of the cohort calculated for the duration of a programme as set out in D1 of the Wheel (i.e. 10:20:30:40 for a 4-year programme, etc.)

ང ལོ་བསྟར་སློབ་སློབ་ལས་རིམ་གྱི་དབྱེ་ཞིབ་སྒྲུབ་ཀྱི་སྐབས་ལྟར་ ལཱ་གཡོག་གི་མི་གི་བསམ་འཆར། སློབ་སློབ་ལས་རིམ་ འདི་ལས་ ལོ་ཉེ་མཇུག་ནང་མཐར་འཁྲུལ་འགྲོ་མི་སློབ་སློབ་གི་ལཱ་གཡོག་འགོ་ཐོག་དང་པའི་ས་ཁོངས་གནས་ཚུལ་ ལ་ སོགས་པའི་སྐབས་ལྟར་ཚུ་ཐོ་བཀོད་འབད་དགོ།

d. A list of other sources of evidence on which the APMR has been based such as employers views, first destination of graduates from the previous year of the programme.

ཕ སྒྲུབ་ཀྱི་འདི་ འོས་ལྷན་གྱི་མི་ངོམ་ ཡང་ན་ འདུས་ཚོགས་ཀྱིས་ རོས་ལེན་དང་ཆ་འཛོག་གྲུབ་པའི་གནད་དོན་ཚུ་ འོག་ལུ་ བད་སྟོན་འབད།

N. Please indicate below that the report has been received and approved by the appropriate bodies:

	ཚེས་གངས། Date
སྒྲུབ་ཀྱི་འདི་ སློབ་སློབ་ལས་རིམ་ཚོགས་ཚུང་གིས་ རོས་ལེན་དང་ཆ་འཛོག་གྲུབ། Report considered and approved by the programme committee	
སྒྲུབ་ཀྱི་འདི་ མཐོ་རིམ་ཤེས་ཡོན་ཚོགས་ཚུང་གིས་ རོས་ལེན་དང་ཆ་འཛོག་གྲུབ། Report considered and approved by the College Academic Committee	
མཐར་མཇུག་སྒྲུབ་ཀྱི་འདི་ སློབ་སློབ་ལས་རིམ་སྐྱོམ་ཚད་ཚོགས་ཚུང་ལུ་ སྐྱུལ་བའི་ཚེས་གངས། Final report forwarded to PQC	

Timetable for Annual Programme Monitoring- Key Activities

Deadline	Activity	Person responsible
Week 1, February	Plans for Spring semester's programmes including module plans developed and endorsed	Dean AA, Programme Committee (Programme Leader, Module coordinators/ tutors)
16 March	APM reports to be sent to Academic Affairs (OVC) <i>(for programmes commencing in Spring Semester)</i>	Dean AA
Week 3, April	Mid Semester Review to check progress in semester plan	Programme Committee
Week 3, June	Review of Spring semester's programmes including modules	Programme Committee
Week 4, June	Submission of Module Report to programme Leader	Module coordinator/ tutor
Week 4 July	APM report prepared and considered by programme committee <i>(for programmes commencing in Autumn Semester)</i>	Programme Committee
Week 2, August	APM reports considered and endorsed by the CAC <i>(for programmes commencing in Autumn Semester)</i>	Dean AA and CAC
Week 3, July	Plans for Autumn semester's programmes including module plans developed and endorsed	Dean AA, Programme Committee (Programme Leader, Module coordinators / tutors)
7 September	APM reports sent to Academic Affairs (OVC). <i>(for programmes commencing in Autumn Semester)</i> <i>Consolidated University-wide module reports sent to Academic Affairs (OVC) to Chief PTL</i>	Dean AA
Week 2, October	Mid Semester Review to check progress in semester plan	
Week 1, December	Review of Autumn semester's programmes including modules	Programme Committee
Week 2, December	Submission of Module Report to programme leader	Module coordinators/ tutors
Week 4 February	APM report prepared and considered by programme committee <i>(for programmes commencing in Spring Semester)</i>	Programme Committee
Week 1 March	APM reports considered and endorsed by the CAC <i>(for programmes commencing in Spring Semester)</i>	Dean AA and CAC
