

Balkumari College**Narayangarh, Chitwan****Monitoring and Evaluation Policy****1. Preamble.**

- 1.1. Programme Monitoring is a living process that evolves over time in relation to the actual trajectory of each programme. However, while the specifics of monitoring each programme at any given time will look different, all monitoring processes are required to capture key information and processes that provide clear, relevant and trustworthy information about, in particular, academic standards, quality of learning opportunities and information provision. Monitoring processes are also required to be acted upon in ways that maintain and improve the quality of service provision. Therefore, Balkumari College's Monitoring Policy attends to both the specifics of each programme and the common requirements for reporting. In this way monitoring is both responsive to each programme as well as learners within each programme, and also standardised in terms of the quality, quantity and validity of information provision.
- 1.2. Consequently, committee structures, meetings, agendas and reports follow the same basic structure and include the same key elements, and each programme board has the freedom to attend to specific issues, concerns and developments that are to that programme. This is an important model for facilitating programme boards to attend to both quality control and quality enhancement.
- 1.3. This Policy enables Balkumari College to address internal and external regulations and requirements systematically for academic standards and quality of learning opportunities. In particular, annual monitoring and review includes consideration of how effectively learners achieve stated outcomes at specified levels, how well they are assisted in attaining these achievements, and how the ways in which they do this can be enhanced. This is achieved, in particular, through:
- Periodic review that has particular focus on the continued validity and relevance of programme curriculum, and that annual monitoring and review processes are being effective.
 - Audit to check annually that teaching, learning and assessment strategies, material and tasks are current and fit-for purpose, and to consider how these can be enhanced.
 - Audit to check annually that key processes are being operated appropriately and successfully and periodically to review the continuing fitness for purpose of these processes.
 - Ensuring accessibility and transparency of information through providing key Information to those who need it.
- 1.4. This policy allows Balkumari College to monitor the legislative and regulatory provisions governing its operation.

2. Purpose.

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This Policy sets out the manner in which Balkumari College monitors and periodically reviews the academic standards of its programmes and the quality of teaching, learning and assessment. It specifies the mechanisms through which this takes place including variety of evidence used, annual reporting processes, committee structures, audit of processes, and periodic reviews. It describes feedback mechanism, including the inclusion of learner perspectives and the inclusion of externality, in particular External Examining.

3. Scope.

- 3.1. Balkumari College has responsibility for the monitoring and evaluation of its own performance. It carries out this responsibility through the inclusion of both internal and external review processes. This policy deals with internal review.
- 3.2. This policy applies to all undergraduate and postgraduate programmes in Balkumari College.

4. Policy.

- 4.1. Balkumari College is responsible for the effectiveness of its own procedures for monitoring and enhancing the standards and the quality of its programmes, and for providing valid and reliable information to its learners, applicants, and the wider public.
- 4.2. Programme Monitoring refers to all relevant activities carried out by the College in order to ensure that its programme achieves its intended objectives, are viable and fit for purpose, comply with requirements of Access, Transfer & Progression, meet the relevant awards standards, their conditions of validation, and the conditions of professional accreditation. Hence, programme monitoring includes a variety of activities.
- 4.3. Programme monitoring activities provide information, analysis and reflection that informs strategic decision-making and Quality Enhancement, promotes effective practice, and fosters creativity and innovation in training provision.
- 4.4. Monitoring in Balkumari College occurs through specified structures, roles and responsibilities, and is captured within standardised reports that ensure information transfer. Structures include bodies with specific terms of reference and meetings with specified responsibilities. Standardised reports include annual quality/monitoring reports as well as specific non-standardised reports on areas of particular concern or of particular interest.
- 4.5. The continuous monitoring of programmes in Balkumari College involves a continuous cycle that:
 - Incorporates feedback on all aspects of programmes;
 - Reviews and analyses that feedback;
 - Incorporates feedback into recommendations for continuous improvements.
 - Data gathered by Balkumari College for its monitoring process includes feedback from internal and external stakeholders:

• Internal stakeholders.

- Learners;
- Programme committees;
- The administration team;

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- The Registrar;
- The Academic Council.
- **External stakeholders.**
- External Examiner;
- Employers;
- Work-place managers and supervisors.

4.6. The roles and responsibilities for monitoring:

- 4.6.1. Ongoing monitoring activities fall within the remit of the Programme Leader, Programme Co-ordinators and the Programme Board in the first instance, reporting to the Head of Academic Studies and the Registrar. Periodic and Annual Reports are provided to the Academic Council, who oversee all programmes in the College, and advise the Senior Management Team and the Board in relation to quality assurance and quality enhancement.
- 4.6.2. Balkumari College has devised the following systems to provide feedback on the programmes, and to maintain and enhance the quality of programmes and provision.

4.6.2.1. IQAC Coordinator

4.6.2.1.1. IQAC Coordinator is responsible for:

- Acting as the point of contact for Programmes undertaking Internal Quality Reviews;
- Submitting Internal Quality Review Reports to relevant College Bodies and acting as coordinating liaison;
- Monitoring implementation of quality improvement initiatives arising from Internal and External Quality Reviews, and generating annual reports for the CMC;
- Overseeing on-going and systematic data capture;
- Self-assessing regulatory compliance, and recommending improvements.

4.6.2.2. Programme Incharge:

4.6.2.2.1. A Programme Incharge [PI] is established for each educational programme. The Programme Incharges have responsibility for ensuring that the quality and standard of provision are routinely monitored through annual monitoring, validation and review procedures.

4.6.2.2.2. The task of the PI is to provide regular ongoing systematic monitoring of programme quality by those most closely involved in the delivery of the programme including academic staff, administrators, etc. Each PI must meet at least once a semester and receive current data on the programme's operation. The proceedings must be recorded, acted upon where feasible, and disseminated. Relevant matters, including programme data and programme developments are reported to the Principal.

4.6.2.3. Vice Principal

4.6.2.3.1. The VP are responsible to the

- Decisions upon the progression of each learner in accordance with the approved assessment regulations.
- Advising the PI in relation to quality assurance and quality enhancement activities.
- Ensuring through consultation with trainers and feedback from learner representatives that the standards set are appropriate for a particular module at this level.

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- Advising on the form and content of proposed assessments.
- Ensuring that all learners are assessed fairly in relation to the relevant syllabus and regulations and that learners have fulfilled the objectives of the modules and reached the required standard.
- Advising the PI on matters of policy and good practice in assessment of the subject area.
- Advising the PI where there are issues to be brought to the attention of the External Examiner.
- Advising on amendments to existing subjects or proposals for new subjects following consultation with learner representatives and trainers.
- Reviewing and acting upon External Examiner reports.

4.6.2.4.The Principal

4.6.2.4.1. The Principal has responsibility for the overall management of Information Systems in relation to all Programmes. S/he receives, considers and acts upon reports received from the PI and the VP.

4.6.2.5.Administrative Team:

4.6.2.5.1. The Administration Team has overall responsibility for the management of programmes and the implementation of the College's academic policy. It reviews and acts upon reports from PI and from VP. It has overall responsibility for ensuring the quality and effectiveness of programmes.

4.6.2.6.External Examiner:

4.6.2.6.1. The external examiner is a significant contributor to programme monitoring. This is detailed in Balkumari College's External Examiner policy.

4.6.2.7.Academic Council:

4.6.2.7.1. The Academic Council [AC] has overall responsibility for ensuring that the procedures for programme monitoring, programme review and module reviews are fit for purpose and are being implemented at regular intervals. The AC oversees the procedures for monitoring and reviewing both modules and programmes to ensure that they are effective and to make suggestions for amended procedures.

4.6.2.7.2. BKC also ensure that the regulatory framework governing the assessment of learners is fairly operated.

4.6.2.7.3. The Academic Council advise the PI and the VP on programme modifications and changes that are designed to assure and enhance the quality of programmes and provision.

4.6.2.7.4. The Academic Council is a significant contributor to programme monitoring.

4.6.2.8.Learners:

4.6.2.8.1. Learners are involved in all stages of programme monitoring. The effectiveness of communications between learners and staff is reviewed regularly at PI meetings. Recommendations for continuous improvement in this area are implemented on an ongoing basis to ensure that learners have an inclusive and responsive learning experience.

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5 Procedures.

5.1 Monitoring Learner Performance and Progression.

5.1.1 The Principal, in conjunction with the VP, PI and the Subject Committee Head is responsible for monitoring the progress of learners. This involves:

- Reviewing assignment and examination marks.
- Reviewing the performance of learners in the various modules.
- Identifying unusual patterns and discrepancies, and taking action to remedy underlying causes as early as is practicable in conjunction with the external examiner.
- Gathering annual statistics relating to learner progression; pass rates; deferral and withdrawal rates; results; and the numbers of learners in each award classification.

5.1.2 The College has mechanisms in place to assist learners to progress their studies in the event of personal or professional or academic difficulties. Strategies aimed at assisting learners in these situations include flexible tuition methods, phased approach to study and study guidance. All monitoring activity in such situations ensures that the learner's personal information is treated in confidence and with sensitivity.

5.2 Monitoring Teaching, Learning and Assessment.

5.2.1 The results of Monitoring of Teaching and Learning is summarised in the Annual Programme Quality Report.

5.2.2 Monitoring activities include the following:

5.2.2.1 Feedback and Monitoring.

5.2.2.1.1 Learner feedback is obtained on all modules. This feedback is compiled, summarised and sent to lecturers.

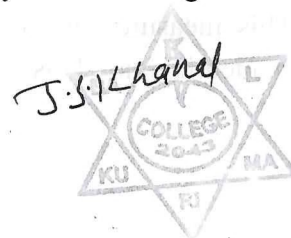
5.2.2.1.2 All feedback is collated on a central database, and utilised to inform overall programme development.

5.2.2.1.3 The PI acts on any issues arising as appropriate. This may involve implementing change, or bringing recommendations to the Academic Council for consideration and decision. Actions taken at Programme Board level may include variation in Core Texts, reading material and assessment tasks.

5.2.2.2 Feedback and Monitoring of Research/ Dissertation.

5.2.2.2.1 The VPs, in consultation with the PI and research supervisors, ensure that feedback is sought regarding the dissertation / research process, and any issues arising are acted upon as appropriate.

5.2.2.3 Feedback and Monitoring of Work Placement.



- 5.2.2.3.1 The Principal and/or VPs monitors and seeks feedback regarding the work placement experience of learners and workplaces.
- 5.2.2.3.2 The Principal / VPs acts on any issues arising as appropriate. This may involve dealing with them at the lowest possible level or bringing to the PI.
- 5.2.2.3.3 The PI acts on any issues arising as appropriate. This may involve implementing change, or bringing recommendations to the Academic Council for consideration and decision.

5.3 Learner Feedback into Teaching and Learning.

5.3.1. Feedback into decision making relates to the influence of feedback from different sources into decision making. Those with responsibility for decision making utilise feedback obtained from programme monitoring procedures to guide and inform the decision being made.

5.3.2. Learner involvement in programme monitoring includes the following

- Class representatives are elected early in the academic year;
- A learner representative for the SQC is appointed early in the academic year;
- Lecturers, teachers and teaching assistants play an important role in ensuring that feedback obtained from learners as part of the training day is fed into decision making. Learners are strongly encouraged to speak with staff members and to raise any queries, concerns or suggestions for improvement. Learner Care time is particularly important in this regard, where learners can request time with a staff member outside of class.
- Learner feedback is compiled, provided to the lecturer, and included in an improvement plan.
- Lecturers and teachers who are not part of core programme committees are briefed on all items that may affect the learning experience.
- On an ongoing basis, the PI is primarily responsible for day-to-day communication with the general learner in each programme, and for feeding back as appropriate.

5.4 Quantitative measures.

5.4.1 Completion Rate by Programme.

Completion rate is defined as the ratio of learners who start a programme to those who complete the programme. This includes learners who attempt the final assessments but fail to graduate.

5.4.2 First-year Completion Rate by Programme.

This relates to the ratio of learners who start the first year of a programme to those who complete the first year.

5.4.3 Retention.

This measures the numbers of learners enrolled on programmes at set points during the academic year. This provides an early indication of trends and anomalies in retention. This

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may include the relationship between retention and learner characteristics, such as minority status. Learners (Name, Learner ID number) registering at the start of the academic year.

6.1. Qualitative measures.

6.1.1. Balkumari College systematically gathers information relating to assessment findings, including trends, and produces data and analyses which facilitate making national and international comparisons. The findings are made available to the examination board in the first instance and are reported upwards, as appropriate.

6.1.2. Learner Profile.

6.1.2.1. This includes a minimum of the following information: Learner registration details, progression details, work placements and assessment results.

6.1.3. Learner Feedback.

6.1.3.1. Ongoing Learner feedback is gathered in the following forms:

- End of year evaluations, which gather feedback on the total learning experience over the year.
- Informal feedback throughout the year

This feedback feeds into PI meetings and annual reviews, and is utilised in ongoing programme monitoring and review. This feedback is fundamental to enhancement of the programme curriculum, the improvement of programme delivery and the maintenance of a coherent programme.

Examination Board Minutes and External Examiners' Report.

6.1.3.2. The information from Examination Section and External Examiners Reports is essential in maintaining and enhancing the quality of the assessments and maintaining professional and academic standards.

6.1.3.3. Copies of external examiners' reports are made available to and considered at PI meetings.

6.1.4. Annual Programme Quality Report.

6.1.4.1. Annual Quality Reports are designed to ensure that comprehensive, current and relevant information and data are available to deliberative bodies in a manner that enables these bodies to fulfil their functions effectively and efficiently. In doing so, Balkumari College has attended to the quality, quantity and validity of information provision through devising standardised reporting processes that are tailored to the needs of each body.

6.1.4.2. Standardised reports of:

- Quantity of information – how much information is required
- Quality of information – the type and relevance of the information provided
- Validity of information – that the information is trustworthy, and obtained through a rigorous and dependable process.

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6.1.4.3. To this end programme monitoring data for each programme are incorporated into **an Annual Programme Quality Report**. These Annual Quality Reports summarise and analyse programme data gathered throughout the academic year, and identify actions that have been taken, actions that are planned to be taken and where possible identifies a time line for the planned actions.

6.1.4.4. The **Annual Programme Quality Reports** are circulated to the following deliberative bodies of the College:

- Administration;
- CMC;
- The relevant programme committee.

6.1.5. *Programme Information.*

6.1.5.1. Programme Information is monitored and reviewed regularly, to ensure that Balkumari College fulfils its responsibilities in this regard. This section sets out the responsibilities of Balkumari College in relation to information provision.

6.1.5.2. Balkumari College employs a range of different media for communicating information related to its programmes. These include:

- Balkumari College prospectus and other printed marketing materials; Newspaper advertising and news features;
- Balkumari College website;

6.1.5.3. Public Information in relation to the quality of Balkumari College training provision is published by the College. This includes, but is not limited to:

- Balkumari College Quality Assurance Manual;
- Programmatic Review reports;
- Validation and re-validation reports.

6.1.7. *Information for Learners.*

6.1.7.1. The following information should be readily available to current learners, through handbooks or online websites:

- Programme Structure, including where relevant, the structure and duration of the programme, credits, and award(s)
- Work placements, including programme requirements and professional body requirements.
- Hours of study required by the programme schedule, including required hours of attendance, personal study time, and attendance programme
- Information about research ethics, approvals process, code of conduct, etc. on the programme (where applicable)
- Information about the External Examiner process

7. Implementation Plan

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7.1. Capacity Building:

7.1.1. Provide training for staff on M&E principles, tools, and techniques.

7.1.2. Develop an M&E handbook for reference.

7.2. Resource Allocation:

7.2.1 Allocate budget and resources for M&E activities.

7.2.2. Ensure availability of necessary tools and technologies.

7.3. Timeline:

7.3.1. Develop a timeline for M&E activities, including data collection, analysis, and reporting cycles.

8. Review and Revision

This policy will be reviewed annually to ensure its relevance and effectiveness. Revisions will be made as necessary to adapt to changing circumstances and emerging best practices.

9. Conclusion

The Monitoring and Evaluation Policy of Balkumari College is a critical instrument for achieving excellence in all college programs and activities. By systematically tracking and assessing our performance, we can ensure that we are meeting our goals, making informed decisions, and continually improving the quality of education and services we provide.

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