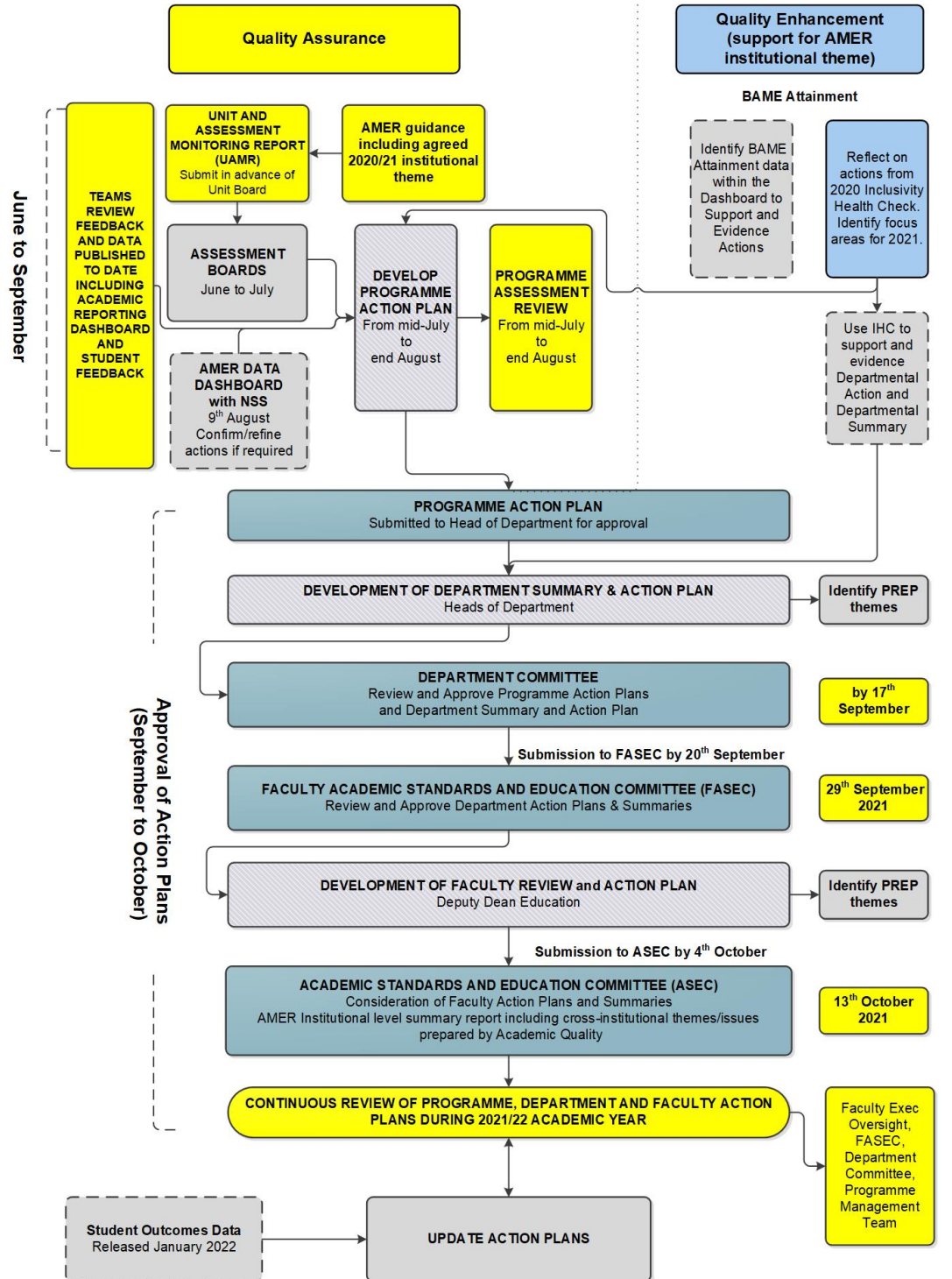


Annual Monitoring and Enhancement Review and Quality Enhancement 2021 Additional Guidance

Process overview 2021 timeline



THE ANNUAL QUALITY ASSURANCE AND QUALITY ENHANCEMENT CYCLE including Annual Monitoring and Enhancement Review (AMER)

The University's policy on annual monitoring is set out in [5C - Annual Monitoring and Enhancement Review: Policy and Procedure](#). This note provides some additional guidance relevant to the 2021 cycle. An overview of the process and timeline for AMER is set out on Page 1.

1. QUALITY ENHANCEMENT - INSTITUTIONAL THEME

Each year, priority themes are identified and approved by ASEC for additional focus through annual monitoring. This year, the institutional theme is **BAME attainment** (continued from last year). BU's Access and Participation Plan commits us to enhancement activity to reduce and eliminate gaps for underrepresented groups. Last year the 'inclusivity health check' (IHC) which was completed for each Programme as part of the AMER process. This year the IHC has been simplified and republished as part of Programme-level AMER and is optional for Programme teams to complete. The IHC is a useful tool to help Programme teams identify actions and/or good practice that relate to BAME attainment and the student experience, such as inclusivity of resources, delivery and assessment. For ease of access, the IHC is integrated into the Programme Action Plan template, on the first tab. Further information on inclusivity can be found [here](#).

2. PROGRAMME ASSESSMENT REVIEW (PAR)

As part of the annual enhancement review cycle, programme teams are required to review assessment for 2021/22 through 'Programme Assessment Review' ensuring adherence to [6C](#), [6E](#), [6F](#) and [6Q](#) including:

- Ensuring a balanced assessment schedule;
- Alignment to [6C](#) principles including use of formative assessment, no sub-elements and no more than two summative elements and sound pedagogical rationale for use of examinations in the assessment strategy see further guidance included in the [Digital Pedagogies Framework](#);
- Good quality assessment briefs, in accordance with guidance provided in FLIE Assessment & Feedback Toolkit and following agreed Faculty assignment brief template;
- Use of exams only in line with principles in [6C](#) and [Scenario F](#);
- Assessed group work adherence to good practice [guidance](#) from FLIE and appropriate balance of assessed group work across the programme;
- Ensuring any changes in assessment strategy to be implemented for 2021/22 will directly address the fundamental issues raised in the NSS and MUSE.

All Programme teams must meet to facilitate PAR (as per [6Q](#)), please liaise with FLIE for appropriate levels of review. The independent Marking Plan (IMP) should be reviewed and refined at this meeting. The date of the PAR for each programme should be reported to the first Department Committee of the new academic year, and recorded in the Department Committee minutes so that Faculty Academic Standards and Education Committees (FASEC) can maintain oversight for the completion of the PAR process at Faculty level.

3. PEER REVIEW OF EDUCATION PRACTICE

Departments and Faculties are required to identify local themes for PREP that can then be the focus for all staff within those teams. The PREP themes identified at both Department and Faculty levels are to be stated in *Action Plans* using the drop-down list to select 'PREP' as a theme and highlighted in the *Departmental Summary* and *Faculty Review*. Heads of Department and Deputy Deans are able to monitor levels of participation with PREP (including peer observation) during the 2021/22 academic year, with oversight from the Faculty Standards and Education Committee (FASEC). Guidance on monitoring and reviewing PREP will be provided by FLIE (FLIE@bournemouth.ac.uk).

4. DEVELOPING ACTION PLANS

A wide range of monitoring and review data is available throughout the academic year. Programme teams are encouraged to start developing their Programme Action Plan plans from June onwards based on their knowledge of provision and by reflecting on published data sources, including the Academic Reporting Dashboard and student feedback. The AMER data dashboard with NSS results will be published on 09th August 2021, and should be reviewed to confirm evidence of issues and where improvements have been made, refining actions if required.

The following templates are available on the [AMER SharePoint site](#):

- Programme Action Plan
- Department Summary and Action Plan
- Faculty Review and Action Plan

The latest available 2019/20 Action Plan that is saved on the SharePoint site will be added to this year's template by Academic Quality. This is where you can add additional reflection in the end of year column, if you have not done so already. Please review this tab to make sure it is up to date. If you had an edited local copy, please copy and paste over the old version. Please provide an update against each of the actions indicated in last year's plan with analysis of the impact of these changes. Where changes have had an immediate impact in terms of data or other available evidence it is useful to capture this here. Where there will be a time lag before improvements can be detected in the core data sets this should be indicated.

FLIE is working closely with Departments to support the development of effective Action Plans and also supporting the implementation of actions. FLIE is able to provide expert advice and guidance in the area of learning and teaching enhancement, for example in designing assessment and feedback processes to enhance student learning. You are encouraged to draw on data to identify areas requiring action and work with FLIE specialists to implement a programme of enhancement where required. The contact details for the Head of FLIE are provided at the end of this guidance

4.1 Creating 'SMART' action plans

Action plans should highlight areas for action and good practice. The action plans should be proportional to the performance of the programme, department or faculty:

- High performing programmes, departments or faculties should focus primarily on highlighting innovation and identifying strengths and features of good practice.
- Programmes, departments or faculties that are performing below expected benchmarks are required to identify specific targeted actions to address issues.

Actions should be focused on identifying resolutions with more immediate impact where appropriate, so subsequent cohorts of students are not adversely affected by issues raised in this monitoring period. Progress updates are included in the templates to ensure that actions are monitored at appropriate levels and are expected to be closed off in-year in most cases. Actions should be '**SMART**' (**Specific, Measurable, Achievable, Relevant and Time bound**). Normally the measurement of impact can be seen through improvements in the data, e.g. NSS results or improvements in withdrawal rates. Action owners are normally identified as the author or team who developed the action plan, i.e. Programme-level actions should be owned by the Programme team or Programme Leader. If it is necessary to refer an action to a Head of Department or FASEC that should be identified as an action for referral by the Programme team.

4.2 Identifying Good Practice

Good practice can be captured by the 'free text' box in the action plan, and should include any further enhancements planned and how this good practice will be disseminated. You are encouraged to capture strong performance against data benchmarks indicating areas of good practice to facilitate dissemination to other Programmes and Departments within the Faculty and/or across the University as appropriate. It is especially useful to consider where there is a direct correlation between specific practices and particular metrics. For example, new initiatives within a Programme or Department may have led to a significant improvement in an NSS question; or the modification of a programme or unit may have resulted in improved graduate outcomes. Your examples will provide a useful resource of potential case studies for dissemination. Please use the [pre-submission checklist](#) to check the action plan is ready before submitting onwards.

4.3 Updating Action Plans

Action plans should be continuously updated throughout the academic year, after consideration by the relevant Faculty committee. For example, the Programme Management Team will review Programme Action Plans, Department Committee will continuously review the Department Action Plan and FASECs will review the Faculty Action Plans. Faculty Executive Teams should retain oversight and receive updates from Faculty-level action plans.

Student Outcomes Data is published in January 2022 and is shared with Faculties for consideration as one of the mid-year updates. Programme Management Teams, Department Committees and FASECs should review the Student Outcomes data and update action plans where relevant. These updates should be approved at FASECs, with oversight by Faculty Executive Teams, before submission to Academic Standards and Education Committee in March 2022.

4.4 AMER Data Sources

The updated 2021 AMER data dashboard with NSS results will be published on 9th August 2021 with NSS results published ahead of this on 15th July. The aim of the dashboard is to provide a consolidated view of the data in a single location, the majority of which is available during the year ([Data sources reference links](#)). Teams are

encouraged to review the dashboard to confirm evidence of issues and where improvements have been made, refining actions if required.

External Examiner reports will be made available to you via the I Drive [central folders](#)¹. Any significant issues raised in an External Examiner report will be flagged to the relevant DDE by the Academic Quality Team. This should be responded to via the formal response to the External Examiner and picked up as an action where appropriate in the Programme Action Plan.

It may be relevant to reflect on significant issues or trends that are identified through the appeals and complaints process, to ensure that potential enhancements to the student experience are captured and implemented. An example might be a large group complaint that is relevant at programme or department level action planning, or a theme of recurrent issues that have been raised via the appeals and/or complaints process may be relevant at Department or Faculty level. Academic Quality can provide data and information relating to specific cases as required.

4.5 Roles and Responsibilities

Programme Leader	<p>You are responsible for the effective implementation of AMER at programme level as a process for enhancement and change. Your role is:</p> <ul style="list-style-type: none"> • To work collaboratively with the Programme Team to review the data and information sources and develop actions; • To develop and implement a Programme action plan; • To consider the institutional theme, BAME attainment, and develop appropriate programme level action(s) to address the theme, using tools provided such as the Inclusivity Health Check (IHC) • To identify and articulate SMART actions to be taken at programme level and using a wide range of data and evidence to inform action planning • To work with FLIE to develop effective actions for enhancement, where relevant • To monitor the action plan and complete progress updates throughout the year.
Head of Department	<p>You have responsibility for the effective engagement with AMER as a process for enhancement and change for all the programmes within your Department: Your role is:</p> <ul style="list-style-type: none"> • To support Programme Leaders in developing SMART action plans. • To facilitate the AMER process within the Department, eg. through use of workshops or sessions to develop documentation • To scrutinise and approve all Programme action plans • To consider the data sources to identify and prioritise the themes or trends across programmes in your Department; • To support progress relating to the institutional theme by identifying actions to support BAME attainment; • To identify PREP themes at the Department level for implementation within year; • To develop and implement the Department Action Plan and Summary • To continuously monitor action plans throughout the academic year and ensure appropriate oversight for the Department and Programme level action plans.
Deputy Dean	<p>You have overall responsibility within the Faculty to lead and oversee the AMER process for the Faculty, and to effectively implement AMER as a process for enhancement and change for the Faculty's provision. Your role is:</p> <ul style="list-style-type: none"> • To support Heads of Department in developing SMART action plans; • To support the effective facilitation of the AMER process across the Faculty eg. through the use of workshops or sessions to develop documentation; • To scrutinise and approve all Department action plans and Summaries; • To consider the data sources to identify and prioritise the themes or trends across programmes in your Faculty; • To support progress relating to the institutional theme by identifying actions to support BAME attainment; • To identify PREP themes at the Faculty level for implementation within year;

¹ The file path for this folder is [I:\Academic Services\Public\Academic Quality\External Examiner reports](#)

	<ul style="list-style-type: none"> • To develop and implement the Faculty Action Plan and a concise Review Report for Academic Standards and Education Committee • To continuously monitor action plans throughout the academic year and ensure appropriate oversight for the Faculty and Department level action plans.
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4.6 CPD and ‘framework’ provision

Programmes that fall under ‘frameworks’ which have a high number of **shared units and pathway routes to an award** will be contacted by Academic Quality and Actions Plans adapted to reflect the nature of the provision. For example, where there are many shared units it may be more appropriate to group programmes together into a single ‘programme-level’ action plan, rather than individual action plans that cover the same units. This will avoid duplication. **CPD credit frameworks** will use the Programme Action Plan template to reflect on units not aligned to individual programmes. Heads of Department will use these action plans to inform the Department summary and action plan. Where CPD frameworks involve delivery of short-courses/units at numerous locations, the key strengths and key issues of each location should be clearly documented.

5. FURTHER INFORMATION AND KEY CONTACTS

You should draw on a variety of information sources to help understand the nature and extent of issues and challenges. For example, qualitative feedback can augment quantitative data and help teams diagnose specific problems for resolution. Sources of data which can be referred to as part of enhancement discussions, include:

- Academic Reporting Dashboard;
- Full NSS results for each question of the survey (full breakdown of NSS results is available);
- NSS qualitative comments (made available by PRIME);
- Feedback from student representatives;
- Mid-Unit Student Evaluations (MUSE);
- Unit and Assessment Monitoring Reports (UAMRs)
- External Examiner reports²
- Appeals and Complaints data, where relevant (available from Academic Quality)
- Brightspace Insights reporting (made available by FLIE).

These information sources can be accessed via the [AMER SharePoint site](#).

Key Contacts

Academic Quality Team <i>For policy or process queries</i>	Ella Say, Academic Quality Team Leader	esay@bournemouth.ac.uk
PRIME <i>For data queries</i>		prime@bournemouth.ac.uk
FLIE <i>For advice and support in action planning for issues around assessment and feedback</i>	Dr Gelareh Roushan, Head of FLIE	groushan@bournemouth.ac.uk