

## 5C - Annual Monitoring and Enhancement Review: Policy and Procedure

### 1. SCOPE AND PURPOSE

- 1.1 The policy and procedure is aimed at Bournemouth University staff and those at partners involved in the delivery of taught academic provision. The policy sets out the principles underpinning annual monitoring and the procedure provides a high level overview of the process. It applies to all campus based taught provision, both undergraduate and postgraduate.
- 1.2 Annual Monitoring and Enhancement Review (AMER) facilitates a holistic review of the programme performance against core data. It also facilitates institutional oversight of the the management of quality and standards, including action taken to enhance the student experience. Through the AMER process, action plans will be developed at Programme, Department and Faculty level.

### 2. KEY RESPONSIBILTIES

- 2.1 **Education Committee** is responsible for the overall effectiveness of the policy and procedure; it has oversight of the outcomes of annual monitoring of taught provision. Education Committee will consider AMER data and action plans and has responsibility for approving Faculty Review Reports and Action Plans. It will identify, disseminate and evaluate innovation and good practice at an institutional level.
- 2.2 **Faculty Education Committee** is responsible for approving Department Summaries and Action Plans and identifying, disseminating and evaluating innovation and good practice at Faculty level.
- 2.3 **Deputy Deans Education and Professional Practice** are responsible for reviewing the data at Faculty level and for producing a concise Faculty Review, identifying any additional cross-Departmental and/or Faculty level actions.
- 2.4 **Heads of Department** are responsible for reviewing programme performance across the department as a whole and disseminating the data to Programme Leaders. Working closely with Department Heads of Education, supporting the development of Programme Action Plans. Approving Programme Action Plans, developing the Department Summary and identifying department level actions.
- 2.5 **Programme Leaders** are responsible for leading the review of the data with their programme team and for developing the Programme Action Plan for approval by the Head of Department.
- 2.6 **Academic Services** are responsible for managing and coordinating the process and for providing the data and action plan templates. The Academic Quality team in Academic Services facilitate Education Committee's oversight and annual review through the production of an institutional report.

### 3. Policy

- 3.1 Annual monitoring and enhancement review is based on a holistic review of the programme performance against defined data. The review of the data leads to the development of action plans at Programme, Department and Faculty Level.
- 3.2 The core data is agreed annually by Education Committee. The core data may be linked to University Key Performance Indicators (KPIs) and Performance Indicators where appropriate. Education Committee may agree the inclusion of additional data on a periodic basis based on changing sector and/or institutional initiatives and priorities.

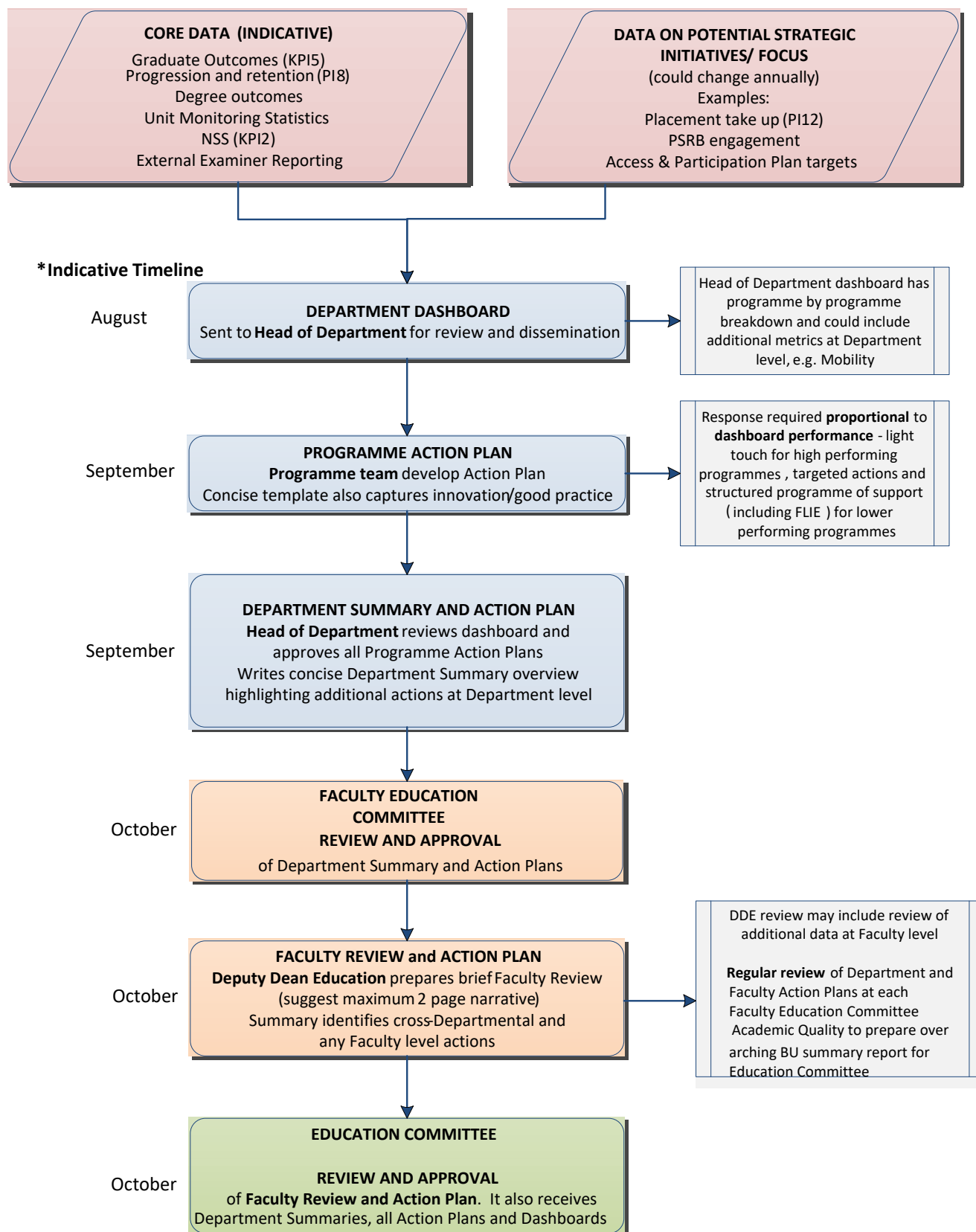
### 3.3 **PRINCIPLES**

The principles of the annual monitoring and enhancement review are:

- that all taught programmes including those delivered at/by partners must undertake AMER;
- to provide assurance and oversight at an institutional and at Faculty level that quality and academic standards are managed and maintained appropriately and that Faculties continue to fulfill their responsibilities in relation to academic standards and the student experience;
- that Programme teams, Heads of Department and Faculties reflect on performance against agreed data to identify areas of focus and priority
- to provide a mechanism to identify strengths and good practice for wider; dissemination, and to facilitate enhancement of the student academic experience and outcomes;
- to enable Programmes and Departments to focus on areas where performance is not at the required level and to target prompt actions as required;
- that action plans should be proportional and timely to facilitate a prompt response to monitoring data;
- to support a regular review of actions in-year to ensure appropriate progress against targets;
- to enable the impact of action taken to be monitored against data at Department, Faculty and institutional-level;
- to deliver a process that underpins and supports other University processes relating to monitoring, review and enhancement of taught provision and the student experience.

## 4. Procedure

4.1 The diagram below provides an overview of the process.



\*Timeline to facilitate prompt action to inform next delivery cycle and inclusion in annual assurance statements

4.2 The consideration of unit monitoring statistics informs the beginning of the annual monitoring process and contributes to the wider annual monitoring data set. Unit leaders will complete the Unit and Assessment Monitoring Report (UAMR) using unit level data prior to the Unit Board.

Consideration of the UAMR at the Unit Board is central to the assessment procedure as well as annual monitoring of individual units, and informs the Unit Board's decision making process. .

- 4.3 The AMER data will be presented in a 'dashboard' which will be compiled by Academic Services, working closely with PRIME. This will be sent to Heads of Department in August to facilitate inclusion of the National Student Survey data. Academic Quality will agree the action plan template with Faculties and this will be provided with the data dashboard.
- 4.4 Heads of Department are responsible for disseminating the dashboard to programme teams, supporting the development of action plans and formally approving Programme Action Plans for submission to the Faculty Education Committee. Heads of Department are also responsible for producing a concise Department Summary which may also identify any further actions at a Department level which may emerge from the review of programme data and Action Plans.
- 4.5 The timing of the data review and development of action plans is fundamental to delivering an accurate and relevant summary to the Faculty Education Committee and Education Committee. The indicative timeline set out in the diagram in Section 3.1 is designed to ensure prompt and timely consideration of data and facilitate immediate action where issues have been identified. This timeline also aligns with external reporting requirements.
- 4.6 The action plan should be proportional to the performance of the programme, with high performing programmes focusing primarily on highlighting innovation and identifying strengths and features of good practice. Programmes and/or Departments which are performing below expected benchmarks are required to identify specific targeted actions to address issues, and are expected to engage with FLIE to identify a programme of support as appropriate.
- 4.7 The Deputy Dean Education and Professional Practice (DDEPP) has a key role and specific responsibility for overseeing the process at a Faculty-level, for reviewing the data and producing a Faculty Review report for approval at Education Committee. The Faculty Review should be a concise narrative that identifies cross-Departmental and Faculty-level actions which may emerge from the review of data.
- 4.8 Academic Quality will prepare an overview document for Education Committee providing an institutional-level summary report which identifies overarching themes and trends across Faculties. Institutional-level actions may be drawn from this report.
- 4.9 The principles of this policy and the procedure will apply to all taught BU programmes delivered at/by partners. The nature of the data dashboard will be agreed by Academic Quality with each partner, based on the delivery model. Where possible partners will follow the same model as for all other BU programmes.

## General

### 5. REFERENCES AND FURTHER INFORMATION

- 5.1 [UK Quality Code for Higher Education: Advice and Guidance - Monitoring and Evaluation](#)
- 5.2 This document has been mapped against the requirements outlined in the *Meeting the equality duty in policy and decision-making at Bournemouth University guidelines*.