QUALITY ASSURANCE HANDBOOK   2016/17

SECTION F: ANNUAL ACADEMIC MONITORING

Contents:

Introduction:

F1:   The University monitors its academic provision through analysis of performance data as and when it becomes available during the academic session. This informs high level consideration of data reports at academic committees. Annual monitoring activities undertaken include:

- course level Annual Academic Monitoring (AAM) of UCA and Collaborative Partner provision
- Institutional level analysis (of both UCA and Collaborative Partners)
- production of an Annual Assessment Report
- production of an Annual Student Complaints Report

The University uses the data collected to form a picture of the health of its academic provision at any point, and also to enable analysis of the performance of its academic provision over time, reflecting upon trend data in AAM and periodic review (see section H of QAH).

This section describes in detail the University's processes for Annual Academic Monitoring at course level.

F2   The purpose of Annual Academic Monitoring (AAM) is to:

- enable course level scrutiny of quantitative and qualitative data
- confirm academic standards and the quality of students' learning opportunities
- provide a focus for targeted action planning to maintain and enhance standards
- identify any causes for concern or risks to the quality of provision

F3:   Separate procedures exist for the monitoring of:

- *Research Degrees*
  The Quality Assurance and Enhancement Department and the Research Office coordinate the production of the annual monitoring report according to the University of Brighton's requirements. It requires approval from UCA's Research Degrees Committee and Academic Board before submission to the University of Brighton;

- *Further Education*
  Course reports are considered and confirmed by the relevant School Board of Studies. The Head of School of FE, with support from the Quality Assurance and Enhancement Department, coordinates the production of the Self Assessment Report (in the format required by Ofsted). This report is considered and approved by Academic Quality Committee (AQC) before submission to the Board of Governors;

F4:   Results of Annual Academic Monitoring will be considered in other quality assurance processes where appropriate, e.g. periodic review and specific project work.

Annual Academic Monitoring Process Overview

F5:   The Annual Academic Monitoring Process comprises:

- Course level qualitative and quantitative analysis and action planning using the annual academic monitoring report templates: F1 and F2. The live Course Action Plan contained within the AAM report is maintained and monitored via consideration at Course Boards of Study throughout the year;

- School Board of Studies consideration and approval of course level AAM activity through scrutiny of the individual course annual academic monitoring reports. As part of this consideration the School Board of Studies will want to reassure itself that course level actions are appropriate and that the actions from the previous year have been satisfactorily addressed. It will also consider whether appropriate action has been taken with respect to the ISS data circulated in the preceding May. The School Board of Studies may convene a sub-group specifically tasked with consideration of AAM reports. The School Board will receive updated Course Action Plans at each Board meeting throughout the year approving removal of completed actions and noting additional actions arising from periodic reviews / QERPs etc;

- School Board of Studies consideration of any School level actions required as a result of any emerging trends in data. These will be recorded, with responsibilities for actions clearly identified, in School Board of Studies minutes;

- School Board of Studies responsibility for preparation and approval of a School report (template F3) indicating:
    - receipt and approval of AAM reports for all courses within the School (including those of Collaborative Partners) and confirmation that appropriate actions have been identified within the Course Action Plans to address below threshold data outcomes
    - cross-University academic issues[1] for further consideration by AQC;
    - quality enhancement initiatives or good practice at School or Course Level (for instance, examples of good practice implemented to increase student satisfaction)

- AQC consideration of:
    - analysis of overarching institutional data (template F4),
    - the School Board of Studies reports (template F3),
    - the associated School Boards of Studies minutes, where appropriate,
    - QERP reports and outcomes,
    - annual academic monitoring reports for courses that underwent Quality Enhancement Review, and
    - annual academic monitoring reports for collaborative courses.

    Discussion at AQC will inform the overarching annual monitoring report to be presented to AQC, the Academic Board and the Board of Governors;

- Quality Enhancement Review Process undertaken to redress any poor performance in individual courses relating to threshold for risk in data;

- AQC identification of any areas for further consideration in relation to University-wide issues emerging from annual academic monitoring;

- Academic Board consideration of overarching institutional data (template F4) and overarching annual monitoring report to reassure itself that appropriate action is undertaken in response to the data

- Board of Governors consideration of overarching annual monitoring report and data (template F4) to reassure itself concerning the University's performance in annual monitoring.

F6:   ISS Data is confirmed and released in May by the Academic Registry. All other data is confirmed and released by Academic Registry in September. The following chart (Diagram F1) indicates subsequent activities relating to Annual Monitoring report production, including feedback to students on progress made.

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[1] Non-academic and resource based issues raised through source data are not considered within the annual academic monitoring process and should be referred through the appropriate management structure (i.e. School Management Team or Campus Operational Group)
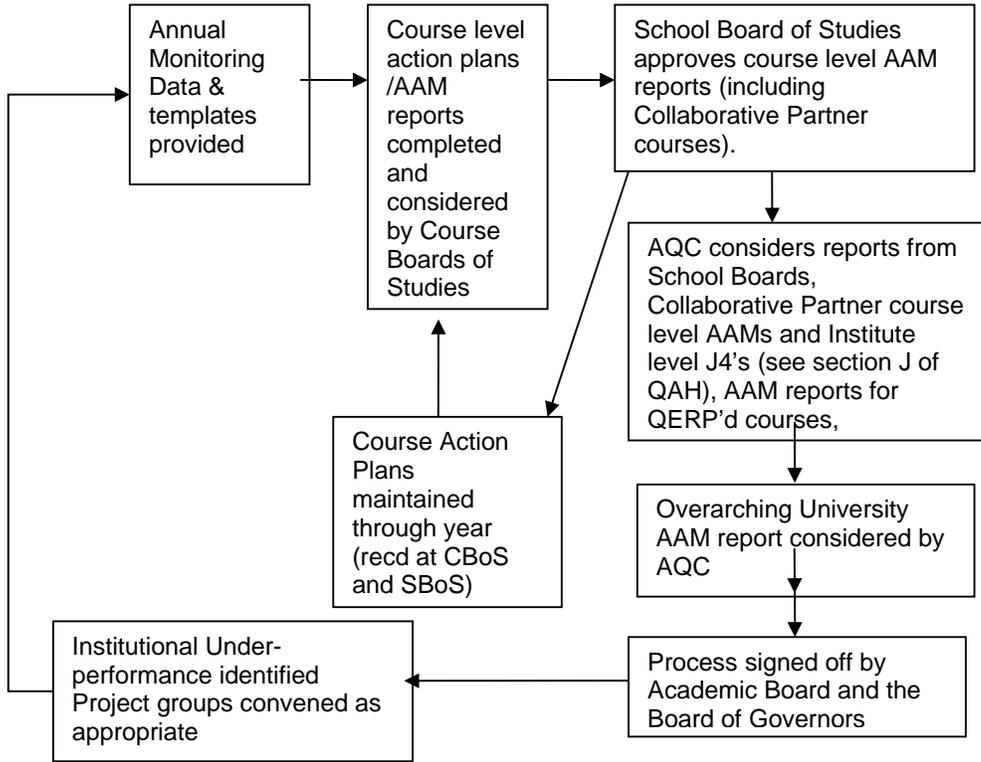
Diagram 1 - Annual Academic Monitoring Cycle

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┌──────────────┐     ┌──────────────┐     ┌─────────────────────┐
│ Annual       │     │ Course level │     │ School Board of     │
│ Monitoring   │ ──▶ │ action plans │ ──▶ │ Studies             │
│ Data &       │     │ /AAM         │     │ approves course     │
│ templates    │     │ reports      │     │ level AAM           │
│ provided     │     │ completed    │     │ reports (including  │
│              │     │ and          │     │ Collaborative       │
│              │     │ considered   │     │ Partner             │
│              │     │ by Course    │     │ courses).           │
│              │     │ Boards of    │     └─────────────────────┘
│              │     │ Studies      │                │
└──────────────┘     └──────────────┘                ▼
                              ▲          ┌─────────────────────┐
                              │          │ AQC considers       │
                     ┌──────────────┐    │ reports from        │
                     │ Course Action│    │ School Boards,      │
                     │ Plans        │    │ Collaborative       │
                     │ maintained   │    │ Partner course      │
                     │ through year │    │ level AAMs and      │
                     │ (recd at CBoS│    │ Institute           │
                     │ and SBoS)    │    │ level J4's (see     │
                     └──────────────┘    │ section J of        │
                                         │ QAH), AAM reports   │
                                         │ for                 │
                                         │ QERP'd courses,     │
                                         └─────────────────────┘
                                                   │
                                                   ▼
                                         ┌─────────────────────┐
                                         │ Overarching         │
                                         │ University          │
                                         │ AAM report          │
                                         │ considered by       │
                                         │ AQC                 │
                                         └─────────────────────┘
                                                   │
                                                   ▼
┌───────────────────────────┐          ┌─────────────────────┐
│ Institutional Under-      │          │ Process signed off  │
│ performance identified    │ ◀──────  │ by                  │
│ Project groups convened as│          │ Academic Board and  │
│ appropriate               │          │ the                 │
│                           │          │ Board of Governors  │
└───────────────────────────┘          └─────────────────────┘
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Diagram 2 - Timescales for Annual Academic Monitoring

Time-scale	Action	Additional Annual Reporting
MAY	ISS Data released. Course teams identify and undertake actions to address any concerns in student feedback (particularly scores not meeting University targets)	ISS Report to AQC and AB
JULY	**PTES results are released. Course teams identify and undertake actions to address any concerns in student feedback** (particularly scores not meeting University targets)	
AUG	**NSS results are released. Course teams identify and undertake actions to address any concerns in student feedback** (particularly scores not meeting University targets)	
JULY & SEPT	QERPS take place based on ISS (July), NSS (September) and PTES (July/September) results	
SEP	AAM data produced by Academic Registry	
	Data requirements UG AAM templates (Form F1) populated by SITS and available to course Leaders on *myRecords*	
	Course leader adds commentary on data and completes AAM template for qualitative questions and action plan	
OCT	Data requirements PG AAM templates (Form F2) populated by SITS and available to course Leaders on *myRecords*	Student Survey Report to, AB & AQC Student Complaints Report to AB
NOV	Completed course level annual monitoring reports provided to School Board of Studies, alongside School report (Form F3)	Student Survey Report to BoG Student Complaints Report to BoG
JAN	AQC considers School reports, associated School Boards of Studies minutes and overarching University Level report agreeing route to address any University level issues identified by Schools	Annual Assessment Report to AB and AQC (including Course level attrition, first sit and achievement data)
FEB	Academic Board receives overarching University AAM report	Annual Assessment Report to AQC and AB
FEB	Academic Board approves Annual Thresholds for Performance for the current academic year	
NOV/ MAR	Any outstanding QERPs take place on basis of high number of student complaints, assessment and achievement data, attrition data	
MAR	Board of Governors receives overarching University AAM report and Top Level Data	

Additional Requirements for Collaborative Provision:

F7:   Collaborative partners of the University participate in Annual Academic Monitoring and prepare reports following the same monitoring process and report template developed for course use within the University. The template used by collaborative partners is based upon forms F1 and F2 and distributed annually to collaborative partners for completion in September.

F8:   Annual Academic Monitoring reports from Collaborative partners will be considered at the relevant School Board of Studies of the University and AQC.

F9   Collaborative partners are also subject to Institute Level Annual Academic Monitoring (see section J for details).

The Quality Enhancement Review Process (QERP)

Purpose of QER Process

F10:   The University has established the QER process to be used where a course has been identified as 'at risk' in relation to quality and standards, through not meeting one or more of a set of threshold standards for management confidence in the health of a course. These threshold standards are agreed annually by AQC. The process is a formal quality review mechanism enabling management consideration of underperformance.

Threshold Standards for Management Confidence in the Health of a Course

F11:   Failure to meet one or more of the threshold criteria for management confidence in the health of a course automatically triggers consideration for QER process. The threshold criteria for data are approved on an annual basis by Academic Board to ensure continuous enhancement. Please see Annex 1 for details of threshold criteria for data.

Decision to Convene a QER

F12:   A QER can be convened at any point in the academic year in response to failure to meet threshold targets for management confidence in the health of the course in relation to student satisfaction. A sub group of AQC, comprising two Executive Deans of Faculty and the Head of QAE, will decide whether to convene a QER in response to threshold data for student satisfaction. This decision will be made following a preliminary investigation by the Executive Dean to determine whether the factors impacting on the data are historic (i.e. have already been identified and addressed).

QERP Panel

F13   When a course has been identified for QER a panel will be convened to investigate.

F14   The Chair may determine that more than one course should be considered at a single QER event (for example, where two or more courses identified for QER have the same course leader).

F15   The Panel will be Chaired by an Executive Dean (from outside the Faculty in which the course(s) are situated). Membership will comprise: the Chair, the Executive Dean for the faculty within which the course is situated, and the Head of Quality Assurance and Enhancement (or nominee). The Head of Quality Assurance and Enhancement will appoint a Clerk.

F16   The Chair of the Panel has the right to request additional panel members or to give specific guidance on a particular aspect of the investigation; for example: a member of HR, an external subject expert, student course representative (s) or a Students' Union representative.

Conduct of QER Process

F17   The process consists of one stage which applies to all courses regardless of the number of threshold standards identified as of concern.

F18   The QER process is deliberately flexible to suit the nature of the concerns raised with respect to any particular course. The QER will typically include scrutiny of evidence pertinent to the cause for concern and a meeting with the course leader and Head of School.

F19   The conduct of the QER Event will be determined by the Chair in discussion with the Department of Quality Assurance and Enhancement. An agenda will be drafted by the Clerk in discussion with the Chair and circulated to the panel and Course Leader in advance of the event.

F20   Evidence submitted to a QER panel will be determined by the Chair of the Panel and Department of Quality Assurance and Enhancement. It may include any or all of the following:

- NSS/ISS/PTES scores, broken down by question
- qualitative NSS/ISS/PTES commentary
- definitive course documentation
- student complaint files
- KIS data
- AAM reports

F21   On the day of the Panel meeting, the QER event may include meetings with relevant stakeholders, either individually or in groups. Meetings could take place with:

- students
- the course team (including Course Leader and Head of School)
- Student Union Representatives
- technicians

- resource managers
- other professional support staff

F22   The QER will investigate the reasons for the concerns that have been raised, including accountabilities and will agree action that should be taken to redress the concerns.

Outcomes of QER Process

F23   There are a number of possible outcomes of QER, to be agreed by the Panel at a concluding private panel meeting at the end of the investigation:

- recommendations for enhancement with no implications for validated status or recruitment;
- conditions set upon the Faculty, School or Course with no implications for validated status or recruitment;
- conditions set upon the Faculty, School or Course for a defined period of engagement, ending with a periodic review or follow-up QERP;
- referral to Head of School, with support from HR, to undertake performance or capability management with respect to one or more staff members;
- in extreme cases, a Panel may recommend closure or suspension of a course to AQC.

QERP Report

F24   An investigation report, including the outcomes of the QER process will be circulated to the Course Team, Head of School and Executive Dean within two weeks of the event. The report will be submitted to the next meeting of AQC.

Follow-Up to QER Process

F25   The nature and format of the follow-up from the Faculty in response to the QER, and the designation of responsibilities for action, will be agreed by the Panel during the concluding panel meeting.

F26   The Panel will also determine at this time how the follow-up from the School will be considered. The options for considering the follow-up include:

- consideration and sign-off through the annual monitoring process;
- consideration and sign-off by one or all of the members of the panel; or
- consideration by the QER Panel, reconvened within a defined timescale.

F27   The Head of School will oversee the completion of the follow-up from the Faculty, in the format and within the timescale requested by the Panel. This will normally take the form of an action plan responding to each of the recommendations, conditions and overarching conclusions agreed by the Panel.

F28   This action plan will normally be part of the live course action plan, under the responsibility of the School Board of Studies and maintained by the Course Board

of Studies. It must include a 6-month follow-up column which would reference where evidence can be found (e.g. dates of SBoS and CBoS minutes, Periodic Review reports). This version of the live course action plan would be used for the purpose of QERP follow-up only, and held as an archive version by QAE.

Underperformance across the University

F29:   AQC may annually assign a theme for further enhancement focussed activity within the University. This theme could emerge from internal or external factors such as:
- trends in annual monitoring data,
- issues raised in the annual assessment report, annual student complaints report or student satisfaction reporting,
- issues referred by other committees (for example the Equality and Diversity Committee), or
- themes or actions highlighted by external bodies (including PSBs, QAA or OFSTED).

F30:   AQC will normally convene a time-limited project group to further the annual quality enhancement theme and will define the scope, membership and remit of that project group.

Annex 1 – Threshold Criteria for 2015/16 Data

The four areas defined in table 1 have absolute targets, with further scrutiny through the sub-group of AQC (comprising two Executive Deans of Faculty and the Head of QAE) for failure of a course to meet one of the targets. The sub group will determine any action to be taken, process to follow, which may include QER.

Table 1

	Target for 2015/16 data	Target for 2014/15 data	Target for 2013/14 data	Overarching University level actuals in relation to 2014/15 data
External Examiner Reports	Agreement with the KPI question: 'Please confirm whether the standards for the course(s) are set and maintained at an appropriate level, comparable with your experience of other courses within the sector'			98%
Achievement	68%	<48%	N/A	63% good degrees
Attrition	Level 3 – 20% Level 4 – 17% Level 5 – 7% Level 6 – 2% Level 7(FT)– 0% Level 7(PT)– 0% (Median average for 2014/15 data) AND/OR Headcount > 10	>18%	N/A	Level 3 – 20% Level 4 – 17% Level 5 – 7% Level 6 – 3% Level 7 (FT) – 6% Level 7 (PT) – 13% (Mean average for 2014/15 data)
First Sit Unit data	>15% (UG) Anomalous (PG)	>15% (UG) Anomalous (PG)	N/A	UG - Mean average per unit of 5% failure at first attempt PG – N/A

Table 2 below defines targets for student satisfaction. The targets follow a traffic light system where green indicates good performance in line with UCA's published KPI; amber indicates targets have not been met but there is no immediate risk to quality; red indicates that there is risk to quality that needs further investigation.

Table 2

Survey	Green	Yellow	Red
ISS (FE)	G ≥ 86%	70% ≥ Y ≤ 86%	R<70%
ISS (Stages 0, 1 and 2)	G ≥ 85%	70% ≥ Y ≤ 85%	R<70%
NSS	G ≥ 85%	70% ≥ Y ≤ 85%	R<70%
PTES	G ≥ 88%	70% ≥ Y ≤ 88%	R<70%

All courses with satisfaction in the red category will be considered for further scrutiny through a defined sub group of AQC (see QAH Section F, paragraph F12). In addition, trend data will be considered for amber category courses. The sub group will determine the nature of any investigation which may include QER.

Form F1
Quality Assurance Handbook

Undergraduate Annual Academic Monitoring Template 2015/16

This report is accompanied by two appendices:
Appendix 1 - complete ISS and NSS Stage data
Appendix 2 - first sit Unit Assessment Outcomes

Course & Course Code:

UCA Campus:

Responsible Head of School		
Report Prepared by		
Date report considered at School Board of Studies		

PART 1 – COURSE LEADER OVERVIEW

A short bullet-pointed summary of the significant achievements and enhancement of the course during the academic year

PART 2 - STUDENT SATISFACTION DATA

2.1   **Levels 3, 4 and 5
(ISS Data)**

	Level 3			Level 4			Level 5		
Performance Indicator	**15/16**	**14/15**	**13/14**	**15/16**	**14/15**	**13/14**	**15/16**	**14/15**	**13/14**
Overall Student Satisfaction									
Number of respondents									
Respondent Rate (as % of eligible population)									

Key: **N/A** - No students to survey for that level during that academic year **Unavailable** - Not enough responses received to produce a publishable result

2.2   If overall satisfaction is lower than 85% please refer to appendix 1 (student satisfaction survey results) and give details below indicating which key questions in the survey received low satisfaction responses and what your proposed actions are to address these issue areas.
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2.3   Please comment if respondent rate is lower than 50% (or 10 respondents) to contextualise in terms of student satisfaction rates achieved and detail other methods deployed by the course to gather meaningful student feedback
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-
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2.4   **Level 6 (NSS Data)**

Performance Indicator	15/16	14/15	13/14
Overall Student Satisfaction			
Number of respondents			
Respondent Rate (as % of cohort)			

Key: **N/A** - No students to survey for that level during that academic year **Unavailable** - Not enough responses received to produce a publishable result

2.5   If overall satisfaction is lower than 85% please refer to appendix 1 (student satisfaction survey) and give details below indicating which key questions in the survey received low satisfaction responses and what your proposed actions are to address these issue areas.

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2.6   Please comment if respondent rate is lower than 50% (or 10 respondents) to contextualise in terms of student satisfaction rates achieved and detail other methods deployed by the course to gather meaningful student feedback

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PART 3 – EXTERNAL EXAMINERS' FEEDBACK

Any standards questions that have obtained a negative response from the External Examiner are detailed below. The Course Leader should review the report in full to ensure they respond fully to the external examiner:

Report by: Date received:		
Question	**External Examiner Response**	**Course Leader response (actions to address these concerns)**

Please expand here on any further actions or comments taken in response to the more detailed report:
-
-
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PART 4 – COURSE PERFORMANCE DATA AND TRENDS

4.1 Retention Data

Table 1

		Eligible Population 2015/16 [1 & 2]	15/16 maximum threshold for attrition	15/16 UCA totals [3](%)	15/16 course % (No.)	14/15 UCA totals [3](%)	14/15 course % (No.)	13/14 UCA totals [3](%)	13/14 course % (No.)
A) Withdrawals (no of students informing the University of withdrawal between September enrolment 2015 and 31 July 2016, inclusive)	Yr 0								
	Yr 1								
	Yr 2								
	Yr 3								
	Total								
B) Academic Fails (no of students terminated at a Board of Examiners during 2015/16 due to failure having exhausted the maximum number of assessment attempts)	Yr 0								
	Yr 1								
	Yr 2								
	Yr 3								
	Total								
C) Withdrawals + Academic Fails	Yr 0		80%						
	Yr 1		83%						
	Yr 2		93%						
	Yr 3		98%						
	Total								

[1] Row A = in-year withdrawal and the eligible population includes new and continuing students that enrolled at the start of the academic year and withdrew before 31 July (if a student enrolled on one course before 31 October and subsequently transferred to an alternative course they would be included in the eligible population of the latter course meaning that if they withdraw they would be a withdrawal from the most recent course they were undertaking).

[2] Row B = academic fails and the eligible population includes all students that were actively enrolled on this course **at some stage** during the year (so includes people that returned for retake or from interruption part way through the year). If a student enrolled on one course and subsequently transferred to an alternative course they would be included in the eligible population of the latter course meaning that if they withdraw they would be a withdrawal from the most recent course they were undertaking.

[3] UCA totals for each academic year are aggregated by level and are provided to enable measurement of performance in the absence of sector data

Total retention (including students eligible to re-enrol who do not do so) is considered at course level across the University by stage by AQC and Academic Board once data is available in January of the following year (January 2017). Therefore the data provided in table 1 above is not the final retention data for the course as it only includes Withdrawals and Academic Fails.

4.1 Please comment if your total known retention by level in table 1 above exceeds the KPI retention by level in table 1 above (or exceeds 10 students per stage). Academic Board set the 2015/16 Key Performance Indicator for attrition based on the known attrition rates for 2014/15. The course total retention rate will not be known until January 2017.

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4.2 Unit Assessment Outcomes

Please refer to Appendix 2 and comment on any unit failure rates that are greater than the UCA threshold of 15%:
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4.3 Achievement Data (BA (Hons) only)

		Total Number of First Degrees Conferred	First Class	Upper Second	Percentage of Firsts and Upper Seconds combined	Lower Second	Third Class or Pass
2015/16	UCA Strategic plan target						
	Course						
	UCA Average						
	National Average (Creative Art & Design)						
	National Average (all subjects)						
2014/15	Course						
	UCA Average						
	National Average (Creative Art & Design)						
	National Average (all subjects)						
2013/14	Course						
	UCA Average						
	National Average (Creative Art & Design)						
	National Average (all subjects)						

Please comment on the course achievement data in the table above, noting trends. You must provide commentary if the course achievement for 2015/16 is below the UCA strategic plan target of 68%:

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PART 5 – EMPLOYMENT AND EMPLOYABILITY DATA

Data can be pasted from course employability page on http://www.unistats.org.uk/ into the following table. This data may be aggregated with other courses from UCA dependent on the size of the cohort or number of respondents.

Course leaders can find more detailed DLHE data from the online analysis report 'Destinations Interactive'. Access codes and written guidance can be found in MyUCA / MyRecords / AAM course area. Any queries and further guidance can be directed to UCA's Careers and Employability team.

Employment Type 6 months after completion	% who go on to further work or study

Comment
-
-
-

PART 6
COURSE ACTION PLAN

Please insert Course Action Plan as received at last SBoS in June 2016 (and add to it the actions arising from this AAM Report, any actions arising from QER).

The action plan is not an academic year annual plan but an ongoing action plan (a rolling action plan). Actions can be added at any time, but can only be removed once the Autumn School Board of Studies has received the plan and confirmed the 'Completed' items.

Course Leaders may contact their FQO for the definitive Course Action Plan from June SBoS, QERP report, periodic review report if required

APPENDIX 1
COMPLETE ISS and NSS STAGE DATA

The statistics required for this appendix are available on docshare as follows:

Docshare>Quality Assurance & Enhancement>Satisfaction Surveys>Surveys 2016>choose school>choose ISS or NSS>choose your course

Quantitative data should be included in this appendix (i.e. the statistics rather than the comments). The qualitative data is also available in docshare to help Course Leaders in their analysis of the statistical results.

APPENDIX 2
FIRST SIT UNIT ASSESSMENT OUTCOMES

The statistics required for this appendix are available on docshare as follows:

Docshare > Quality Assurance & Enhancement > annual academic monitoring > year 15-16 > Appendix 2 - UG course First Sit Assessment Outcomes > 'school' First Sit Assessment Outcomes 1516

The first sit data includes all students on-course at the time of their first submission of a piece of work for a given unit in that academic year. The report shows outcomes at first-sit only, not resit or retake. Students who had withdrawn by the submission deadline are not included in the statistics but the data does include students who chose not to submit for a particular unit.

The population size is shown for each unit along with the numbers of successful and unsuccessful students. You are also given highest and lowest marks for every unit.

Form F2
Quality Assurance Handbook

Postgraduate Annual Academic Monitoring Template 2015/16

This report is accompanied by two appendices:
Appendix 1 - complete PTES data
Appendix 2 - first sit Unit Assessment Outcomes

Course & Course Code:

UCA Campus:

Responsible Head of School		
Report Prepared by		
Date report considered at School Board of Studies		

PART 1 – COURSE LEADER OVERVIEW

A short bullet-pointed summary of the significant achievements and enhancement of the course during the academic year

PART 2 - STUDENT SATISFACTION DATA

2.1   **PTES Results**

Performance Indicator	Level 7						
	15/16 FT	**15/16 PT**	**15/16 overall**	**14/15 FT**	**14/15 PT**	**14/15 overall**	**13/14 overall**
Overall Student Satisfaction							
Number of respondents							
Respondent Rate (as % of eligible population)							

Key: **N/A** - No students to survey for that level during that academic year

2.2   If overall satisfaction is lower than 88% please refer to appendix 1 (student satisfaction survey results) and give details below indicating which key questions in the survey received low satisfaction responses and what your proposed actions are to address these issue areas.
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-
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2.3   Please comment if respondent rate is lower than 50% (or 10 respondents) to contextualise in terms of student satisfaction rates achieved and detail other methods deployed by the course to gather meaningful student feedback
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PART 3 – EXTERNAL EXAMINERS' FEEDBACK

Any standards questions that have obtained a negative response from the External Examiner are detailed below. The Course Leader should review the report in full to ensure they respond fully to the external examiner:

Report by: Date received:		
Question	**External Examiner Response**	**Course Leader response (actions to address these concerns)**

Please expand here on any further actions or comments taken in response to the more detailed report:
-
-
-

PART 4 – COURSE PERFORMANCE DATA AND TRENDS

4.1 Retention Data

Table 1

		Eligible Population 2015/16 [1 & 2]	15/16 agreed threshold for attrition	15/16 UCA totals [3](%)	15/16 course % (No.)	14/15 UCA totals [3](%)	14/15 course % (No.)	13/14 UCA totals [3](%)	13/14 course % (No.)
A) Withdrawals (no of students informing the University of withdrawal between September enrolment 2015 and 31 July 2016, inclusive)	Level 7 (Stage 1)								
B) Academic Fails (no of students terminated at a Board of Examiners during 2015/16 due to failure having exhausted the maximum number of assessment attempts)	Level 7 (Stage 1)								
C) Withdrawals + Academic Fails	Level 7 (Stage 1)								

[1] Row A = in-year withdrawal and the eligible population includes new and continuing students that enrolled at the start of the academic year and withdrew before 31 July (if a student enrolled on one course before 31 October and subsequently transferred to an alternative course they would be included in the eligible population of the latter course meaning that if they withdraw they would be a withdrawal from the most recent course they were undertaking).

[2] Row B = academic fails and the eligible population includes all students that were actively enrolled on this course **at some stage** during the year (so includes people that returned for retake or from interruption part way through the year). If a student enrolled on one course and subsequently transferred to an alternative course they would be included in the eligible population of the latter course meaning that if they withdraw they would be a withdrawal from the most recent course they were undertaking.

[3] UCA totals for each academic year are aggregated by level and are provided to enable measurement of performance in the absence of sector data

Total retention (including students eligible to re-enrol who do not do so) is considered at course level across the University by stage by AQC and Academic Board once data is available in January of the following year (January 2017). Therefore the data provided in table 1 above is not the final retention data for the course as it only includes Withdrawals and Academic Fails.

4.1 Please comment if your total known retention by level in table 1 above exceeds the KPI retention by level in table 1 above (or exceeds 10 students per stage). Academic Board set the 2015/16 Key Performance Indicator for attrition based on the known attrition rates for 2014/15. The course total retention rate will not be known until January 2017.

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4.2 Unit Assessment Outcomes

Please refer to Appendix 2 and comment on any unit failure rates that merit consideration (for instance, if a unit has 7 students and 3 students failed at first attempt this would merit discussion). As the number of students on individual MA units tends to be small it is not appropriate to set a benchmark percentage failure rate**:**
-
-

4.3 Achievement Data (FT)

		Total Number of Masters Conferred	Distinction	Merit	Pass
2015/16	Course				
	UCA MA Total (FT+PT)				
	UCA MA FT				
	UCA MA PT				
2014/15	Course				
	UCA Average				
	UCA MA FT				
	UCA MA PT				
2013/14	Course				
	UCA Average				

Data provided for 2015/16 reflects the position following the main Postgraduate Board of Examiners and is subject to change further to meeting of the resit Board at the end of December. Results for 2014/15 and 2015/16 UCA Masters conferred are given in total and in FT and PT. Courses should compare the breakdown of Distinction, Merit and Pass achieved at Course level against the appropriate UCA mode of attendance. For instance FT MA courses should compare against the UCA MA FT percentages.

Comment:
-
-

PART 5 – EMPLOYMENT AND EMPLOYABILITY DATA

Course leaders can find detailed DLHE data from the online analysis report 'Destinations Interactive'. Access codes and written guidance can be found in MyUCA / MyRecords / AAM course area. Any queries and further guidance can be directed to UCA's Careers and Employability team.

Employment Type 6 months after completion	% who go on to further work or study

Comment
-
-
-

PART 6
COURSE ACTION PLAN

Please insert Course Action Plan as received at last SBoS in June 2016 (and add to it the actions arising from this AAM Report, any actions arising from QER).

The action plan is not an academic year annual plan but an ongoing action plan (a rolling action plan). Actions can be added at any time, but can only be removed once the Autumn School Board of Studies has received the plan and confirmed the 'Completed' items.

Course Leaders may contact their FQO for the definitive Course Action Plan from June SBoS, QERP report, periodic review report if required

APPENDIX 1
COMPLETE PTES

The statistics required for this appendix are available on docshare as follows:

Docshare>Quality Assurance & Enhancement>Satisfaction Surveys>surveys 2016>choose school>choose PTES>choose your course

Quantitative data should be included in this appendix (i.e. the statistics rather than the comments). The qualitative data is also available in docshare to help Course Leaders in their analysis of the statistical results.

APPENDIX 2
FIRST SIT UNIT ASSESSMENT OUTCOMES

The statistics required for this appendix are available on docshare as follows:

Docshare > Quality Assurance & Enhancement > annual academic monitoring > year 1516 > Appendix 2 - PG course First Sit Assessment Outcomes > 'school' First Sit Assessment Outcomes 1516

The first sit data includes all students on-course at the time of their first submission of a piece of work for a given unit in that academic year. The report shows outcomes at first-sit only, not resit or retake. Students who had withdrawn by the submission deadline are not included in the statistics but the data does include students who chose not to submit for a particular unit.

The population size is shown for each unit along with the numbers of successful and unsuccessful students. You are also given highest and lowest marks for every unit.

Form F3
Quality Assurance Handbook

Annual Academic Monitoring for 2015/16 data
School Board of Studies report

This report must be completed under the responsibility of the relevant Head of School and considered at the School Board of Studies in time for submission to the January AQC meeting.

School:

Date this report considered at School Board of Study:

I confirm that all Course Level AAMs have been received by the School Board of Studies (including those of Collaborative Partners)

(Yes or No): ....

I confirm that all Course Level AAMs have been approved to the satisfaction of the School Board of Studies in reference to:
- Identifying where data is below threshold
- Explaining why relevant data is below threshold
- Identifying appropriate actions to address below threshold data

(Yes or No): ....

If 'No':

The following Course Level AAM's were not received and approved by the School Board of Studies:

Course	Reason	Action to be taken

Please provide comment and analysis concerning:

> Any External Examiner comments that are outside the course's control

> The AAM process at course or School level

> Trends or themes emerging since the last AAM process

> Quality enhancement initiatives or good practice at School or Course Level (for example any good practice to increase student satisfaction)

Please comment specifically on each Collaborative Course Level AAM Report that has been scrutinised as part of this process:

Name of Partner	Course	Comment	Any further actions to be taken that are not referenced in the AAM

Signed (Head of School)………………………….. Date: …………………………

FORM F4 Annual Academic Monitoring

University-level Outcomes

1. Student Satisfaction

Theme	Level	Year / Stage	2013/14	2014/15	2015/16	
					UCA data	Sector Benchmark
Overall student satisfaction*						
	UG	Stage 1 (ISS)				
		Stage 2 (ISS)				
		Stage 3 (NSS)				
	PGT	PGT (PTES)				

* For UG, this is the proportion of all respondents who answered either that they 'definitely agree' or 'mostly agree' with the statement that "overall I am satisfied with the quality of my course". For PGT, this is the proportion who answered +3, +2 or +1 on a seven point scale of the extent to which expectations were met against the heading "overall experience of my course".

<u>Source</u>
2015/16: Student Satisfaction Survey Results paper AB/1xx/16
UG/FE/MA 2013/14 & 2014/15: historic data as presented in Annual Academic Monitoring Outcomes & Top Level Data for 2014/15

2. Retention / Completion[1]

The AAM report 2015/16 provided data on retention (including three categories of student – withdrawals, academic fails, did not re-enrol). Total attrition is defined as the sum of withdrawal from the three categories of student.

Level	Cohort	2013/14	2014/15	2015/16
UG FT	Level 0 total attrition (%)			
	Level 1 total attrition (%)			
	Level 2 total attrition (%)			
	Level 3 total attrition (%)			
MA FT	Level 7 total attrition (%)			
MAPT	Level 7 total attrition (%)			

<u>Source</u>
2015/16: Spreadsheet produced by Planning & Management Information "Annual Attrition Rates by Course"
2013/14 & 2014/15: historic data as presented in Annual Academic Monitoring Outcomes & Top Level Data for 2014/15

3. Achievement[2]

Undergraduate (Qualification Aim: BA (Hons)

Classification	2013/14	2014/15	2015/16	
			UCA data	Sector Average
1st				
2:i				
1st and 2:i				
2:ii				
3rd /Pass				

Source
2015/16:AAM data from myRecords
UG 2013/14 and 2014/15: historic data as presented in Annual Academic Monitoring Outcomes & Top Level Data for 2014/15
Table L of *Students in Higher Education 2013/15* published by HESA

Postgraduate total (Qualification Aim: MA, MFA, MBA, MDes)

Classification	2013/14	2014/15	2015/16	
			UCA data	Sector Benchmark
Distinction				
Merit				
Pass				

[2] *For AAM purposes Achievement data is defined as the number of students achieving each award classification as a proportion of all students enrolled who achieved that qualification aim that year.*

Postgraduate FT and Postgraduate PT (Qualification Aim: MA, MFA, MBA, MDes

Classification	2014/15 FT	2014/15 PT	2015/16 FT	2015/16 PT
Distinction				
Merit				
Pass				

Source
2015/16:AAM data from myRecords
PG 2014/15: historic data as presented in Annual Academic Monitoring Outcomes & Top Level Data for 2014/15

4. Employment & Employability

University for the Creative Arts: HESA Employment Performance Indicator (EPI) Comparison Tables
2012/13 – 2014/15 plus salaries
Statistical data derived from the Destinations of Leavers from Higher Education Survey

	2012/13 %	2013/14%	2014/15%		
			UCA EPI actual	HESA EPI Benchmark for UCA	EPI Creative Arts & Design level (national)
UCA UK full-time leavers from UG courses in work or study 6 months after graduating – Employment Performance Indicator					

UCA graduates	2012/13 %	2013/14 %	2014/15%
EPI % of graduates in Professional / Managerial occupations			
Average salary 6 months after the course (EPI male graduates)			
Average salary 6 months after the course (male postgraduates)			
Average salary 6 months after the course (EPI female graduates)			
Average salary 6 months after the course (female postgraduates)			

Source: Higher Education Statistics Agency (HESA)