**ANNUAL QUALITY MONITORING REPORT 2022-23**

(Foundation Year PROGRAMMES)

**NOTES ON COMPLETING THIS TEMPLATE**

1. Please consult your ADSE and ADSD on the completion of Part 1 to ensure your goals are consistent with current Faculty priorities for enhancing the student experience.
2. Parts 2 - 5 of the report should provide a brief analysis of programme performance under each heading, drawing on any relevant evidence. You should also reflect on your current position in relation to the goals you have set out in Part 1.
3. In addition, the following two themes run through each of the three sections:

* **Diversity and inclusivity** – including how you are diversifying the curriculum, and supporting the needs of all groups of students to enable them to succeed and progress. *You may find this guidance useful:* <https://www.brookes.ac.uk/ocsld/inclusive-teaching/> (you can access the Inclusive Practice benchmarking Tool from here)
* **Innovation and good practice** – including how you know that the activities you describe represent good practice as understood in the sector/discipline, and how they have enhanced the outcomes for your students. Examples of good practice should be related to the achievement of the goals set out above.

1. When you submit your report, please attach:

* a copy of the external examiner’s report/s for the programme/s, and your response/s
* action plan
* a list of any in-year changes that have been made to the programme

1. REMINDER: If, as a result of reviewing the evidence and compiling this report, you wish to make any changes to the programme/s, you should refer to the relevant section of the [Quality and Standards Handbook on the APQO website](https://www.brookes.ac.uk/asa/apqo/quality-and-standards-handbook/programme-design-and-approval/modifications/) If any changes have been made (and approved) to the programme during the year under review, please ensure that an updated programme specification has been submitted to the APQO.

**DELETE THIS PAGE BEFORE SUBMITTING YOUR REPORT**

Annual Quality Monitoring   
Report 2022/23

(Foundation Year provision)

|  |  |
| --- | --- |
| **Programme/s covered by the report:**  Give full programme title/s, including award/s, mode/s of study, and Apprenticeship Standard (if applicable) | |
| **Faculty:** |  |
| **Department/School responsible for the management of the programme/s:** |  |
| **Programme Lead:** | Give name, and indicate if they were the author of the report |
| **Subject Coordinator:** | Give name, and indicate if they were the author of the report |
| **External Examiner/s:** | Give name/s of external examiner/s who reported in the year covered by this report. |
| **PSRB accreditation:** | If applicable - insert the name of the professional body/ies accrediting the programme/s (indicate which programmes are accredited if it does not apply to all listed above) |
| **Consideration and approval of the report:** | Insert the date of the annual review meeting and, where applicable, give details of any other forums (e.g. staff/student, employers, service users) at which the report was discussed prior to submission to Faculty AESC/QLIC |
| **Evidence base:** | Please provide a summary of the evidence/data used to produce the report. |

Has all action identified in the 2021/22 report\* been completed? YES ☐ NO ☐

Please include last year’s action plan showing how the actions were met as an appendix to this report.

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| If No, please give an explanation of why not, and indicate any areas that remain a challenge… |

1. GOALS FOR 2023-24

These goals should be agreed with your ADSE to ensure they are sufficiently ambitious and holistic. They should be linked to your Faculty’s current priorities for the student experience, as set out in the strategic planning document (please ask your ADSD for a copy of this), and based on an analysis of the evidence you have used to produce this report. Please note your goals should not be the same as your actions. Your actions should reflect HOW you will achieve your goals and you must complete an action plan using the NSS or PTES template. The action plan for this document should be the same one for both this and the NSS or PTES

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| --- | --- |
| **GOAL** | |
| 1. |  |
| 2. |  |
| 3. |  |

Extend/shorten the list, as necessary

1. STUDENT SATISFACTION & ENGAGEMENT

This section should contain a narrative that articulates both the satisfaction of students through their evaluations and the engagement of students in teaching, learning and assessment activities from induction through to the end of their foundation year. You may wish to draw on the following sources of evidence if it is available to you and you can include graphs and tables if you wish and quote any % of results to help illustrate your narrative. If it isn’t available then anecdotal narratives will suffice:

* module evaluations;
* Brookes Student Survey results;
* you may also wish to draw on other internal or external student surveys which are relevant to the programme/s covered in this report; and on any consultation with students through Subject Committees or other staff-student liaison forums;

*Use the red text below as prompts of questions you can ask of yourselves and your students in order to produce a narrative that appropriately describes student engagement this year:*

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| --- |
| **Overall narrative:**  *What conclusions have you drawn from module evaluations that have fed into your goal setting and subsequent action plans for the year ahead that can be related to student engagement?*  *What do the students think about assessment and feedback on the programme and any changes that have been made for COVID – are you keeping any of the assessment changes in place going forward if so why?*  *What have the students said about their learning experience and what changes have been made in response – any key themes that have come through programme committees or student forums?*  *Could you insert a table that shows module evaluation overall scores and do any actions need to be taken to address any issues raised through evaluations and their subsequent analysis by module leaders? If scores are missing, how do you propose to address the lack of student response to module evaluations?*  *Type your narrative here and delete the red text………………..* |
| **Diversity and inclusion –**  *How have you adapted the teaching and learning methods/space/resources/assessments to accommodate your different learners needs this year so they are inclusive?*  *What ways have both the module leaders but also the students contributed to creating an inclusive learning environment?*  *What interventions, if any, have you used to help close student satisfaction gaps for diverse groups of students?*  *Are they any forward plans or goals identified to improve inclusivity on your programme and if so what are they? Do the ways in which you want to achieve these need to be added to your action plan?*  *Type your narrative here and delete the red text……………* |
| **Examples of good practice in respect of the quality of teaching and student engagement…**  *What new practices/ ideas/ initiatives/ teaching methods/ processes have you developed this year due to COVID that will now continue as a legacy that have improved student engagement?*  *What have been the highlights of teaching and learning that have engaged the students throughout the unusual COVID academic year?*  *Type your narrative here and delete the red text……………* |

*\*Your NSS action plan should be submitted with this report*

1. STUDENT ATTAINMENT & SUCCESS

This section should provide a brief narrative on retention and achievement on the programme, including an analysis of any attainment gaps or apparent issues for particular groups of students if you know of any – it It is acknowledged that specific data of the demographics of students and their results is not available.

Please write about your programme’s results this year, comparisons from previous years that might help to illustrate any differences, the impact of COVID on results and continuation. is acknowledged that data for particular groups of students is not always available. You should draw on module results to give you some analysis.

*Type in the shaded boxes below*

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| --- |
| Narrative…  *Have you identified any Goals in relation to student retention and achievement and if so what are your plans to achieve those goals?*  *If you have access to course data could you insert a table that shows the average module score and the standard deviation for each module? What conclusions can you draw from this data and is it highlighting any areas for attention?*  *How do you think COVID has affected student attainment this last academic year and what actions can you put in place to ensure students are supported coming into the Foundation Year possibly having had a disrupted education during their previous two years at school?*  *Type your narrative here and delete the red text………………..* |
| Diversity and inclusion –  *Using the demographic data table provided to you by the Head of Quality on the Quality Google site can you identify any attainment gaps for different groups of students that need to be considered? If so how do you propose those attainment gaps could be addressed (we acknowledge that you do not know which specific students these are and so a pragmatic approach needs to be taken here).*  *Type your narrative here and delete the red text………………..* |
| Examples of good practice which have led to improvements in student retention, progression or attainment…  *In the last 12 months have you made improvements to the programme that have led to an increased retention or an increase in student attainment and progression to their chosen UG programme that you could share with other programmes so they can learn from your interventions? If so what are they?*  *Type your narrative here and delete the red text………………..* |

*\*The external examiner report/s and your response/s should be submitted with this report.*

1. STUDENT PROGRESSION & EMPLOYABILITY

This section should provide a brief narrative on student progression to further study and also the employability skills you have embedded on the programme. You should include an analysis of any differential outcomes for particular student groups; and comment on proactive measures being taken by the programme team to enhance the employability of students from the programme/s. It is really important to remember that this review can be forward thinking and therefore if you have future plans to do something that address these areas then you should include them and discuss how you will implement them. It isn’t only about looking back to what has come before it and reporting on that.

*Type in the shaded boxes below*

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| Narrative…  *How have you prepared the students for continued study at Level 4 and what have been the key approaches you have taken in this unusual year to enable a smooth transition?*  *How many of your students have progressed onto UG programmes at OBU and how was this process managed this year – are there areas for improvement going forward?*  *What aspects of employability have you built into the programme to enable students to start considering where their career goals are? How has the careers department helped you to implement these?*  *How have you helped students reflect on their confidence to pursue opportunities that arise that will broaden their experience and career goals? If you haven’t what plans could you put in place that will enable them to do this? Could this be a Goal with subsequent action?*  *Type your narrative here and delete the red text………………..* |
| Diversity and inclusion –  *What has been the approach to inclusivity in respect to levelling up the opportunities students have for taking part in enterprise and employability activities – how do you reach those students who have not put themselves forward to take part in things which could lead to an increase in confidence and therefore an increase in saying yes to opportunities? If you haven’t thought about this before is it something you could do in the future to help students gain better experience?*  *What interventions, if any, have you made to support students from diverse groups to progress to level 4 who may have otherwise not progressed?*  *How do you support all your students with understanding the different programmes available for them to progress on to and are there any ways these students interact with others at level 4 to help them make those decisions?*  *Type your narrative here and delete the red text………………..* |
| Examples of good practice which have led to improved progression and employability confidence….  *What are some good examples of where students have taken part in opportunities that you have provided to them that have increased their confidence and future employability skills or enabled them to progress to their next study level?* |

1. FORWARD PLAN

As always, your action plan should be monitored by the Programme Committee, and any other relevant programme team meetings throughout the year, with regular reflection on progress against your stated goals. The actions should be reviewed at key milestones and updated as appropriate.

If you believe that specific resources are needed, or barriers need to be removed, at Faculty or University level to enable you to make elements of your action plan happen, please add your recommendations to the appropriate table in Part 6 overleaf.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No. | Which Goal does this action address? | Action to be taken | **Why is it required?** (please refer to relevant section of report, and ensure the action no. is referenced in the relevant paragraph of the text) | Who is responsible for the action and how will it be monitored and evaluated? | Deadline for implementation |
| 1 |  |  |  |  |  |
| 2 |  |  |  |  |  |
| 3 |  |  |  |  |  |
| 4 |  |  |  |  |  |
| 5 |  |  |  |  |  |
| 6 |  |  |  |  |  |

1. RESOURCES & ISSUES

This section should identify any wider issues that need to be addressed, or additional resource requirements, in order to enable you to achieve the actions set out in your forward plan. Please make your recommendations for action in the appropriate table below.

*Please note that this process does not replace the normal Faculty mechanisms for requesting additional resources, such as staffing, etc; and if the Faculty QLIC/AESC agrees that an additional resource is appropriate in the context of meeting your goals, you will still have to make the request through the normal procedures.*

**6a Recommendations for the Faculty**

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| --- | --- | --- | --- |
| Goal | Recommended action or resource | Why is this required? | When is it needed? |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

**6b Recommendations for the University**

|  |  |  |  |
| --- | --- | --- | --- |
| Goal | Recommended action or resource | Why is this required? | When is it needed? |
| **1.** |  |  |  |
| **2.** |  |  |  |
| **3.** |  |  |  |

END OF REPORT