Annual Monitoring and Self-Evaluation of Academic Provision

Buckinghamshire New University

Contents

This document has been designed to be accessible for readers. However, should you require the document in an alternative format please contact the University Secretariat.

Purpose

1   The quality assurance framework at BNU relies on continuous monitoring and evaluation of provision:

- **Monitoring** is an ongoing process involving routine data collection and analysis relevant to a discipline area.

- **Evaluation** is a yearly retrospective self-assessment of a discipline area.

2   The *Annual Monitoring and Self-Evaluation of Academic Provision* process at BNU aims to ensure continuous improvement and compliance with the [Office for Students (OfS) Regulatory Framework](#).

3   The process promotes self-evaluation and planning, which is most effective when it is succinct, evaluative rather than descriptive, regularly updated, aligned with regulatory requirements, and focused on improvement.

Applicability and Scope

4   This process applies to **all academic disciplines** within the University and those delivered through partnerships.

5   It encompasses the evaluation of teaching methods, student performance, and the effectiveness of improvements. It also includes the review of discipline-based plans and their alignment with the OfS Regulatory Framework.

Responsibilities

6   Various stakeholders share responsibilities:

- **Academic staff** participate in self-evaluation activities and implement discipline-based action plans.

- **Central service staff** provide supporting information for evaluation activities.

- The **Quality Assurance Team** facilitates the process, ensures timeline adherence, and maintains documentation.

- **School Leadership Teams** review the process outcomes – including those from partners – and approve improvement plans.

- The **University Executive Team (UET)** receives regular updates on progress.

7   The **Education Committee** oversees all processes under the Senate's delegated authority.

Table of Definitions

Acronym	Meaning
BEN	Bucks Employee Network, the University Intranet

Acronym	Meaning
BNU	Buckinghamshire New University
DDB	Designated Data Body
DfSS	Directorate for Student Success
NSS	National Student Survey
OfS	Office for Students
PSRB	Professional Statutory Regulatory Body
PTES	Postgraduate Taught Experience Survey
RAG	Red – Amber – Green
SIP	Self-Evaluation & Improvement Planning Document
UET	University Executive Team

Overview of the process

8   Monitoring and evaluation are conducted annually for each discipline at the University and its partners. The process considers various factors, such as: student performance data; survey results; feedback; NSS, PTES and Graduate Outcomes data; external examiner reports; PSRB reports; and financial sustainability of programmes.

9   The process follows a cyclical pattern of self-evaluation:
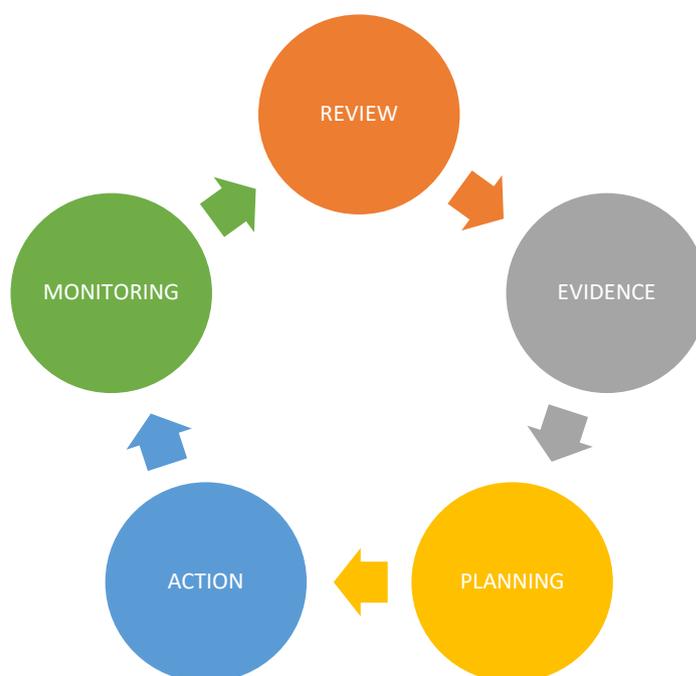
- **Review**: How well are we doing? vs How well should we be doing?

- **Evidence**: How do we know? What is informing our self-evaluation?

- **Planning**: What has been identified as requiring improvement?

- **Action**: What steps will be taken?

- **Monitoring**: Are we doing what we agreed? Are the actions having the desired effect to bring about improvement in outcomes, quality and/or the academic experience?

10 The process is documented in the **SIP template**, updated annually and overseen by the relevant School Leadership Team.

11 As part of completion of the SIP, Schools are required to RAG rate each Condition of Registration as follows:

Rating	Colour	Meaning
Good Practice	**Green**	No concerns. Indicates evidence of good practice, worthy of wider dissemination within the University.
No Concerns	**Amber**	No concerns.
Concerns	**Red**	Some concerns. Used to indicate issues such as quality deterioration, inconsistent student outcomes and experience, or variations within/between programmes.
Not Met	**Dark Red**	Used when conditions are not met, as per the Regulatory Framework's examples.

Actions should be prioritised for any Conditions rated 'Concerns' or 'Not Met'.

12 Completed SIPs contribute to a University-level Quality and Standards Report and Action Plan.

Use of data and other sources of information

13 Data from the Directorate of Strategic Planning & Change is used in each SIP. Performance dashboards are updated throughout the year via Tableau.

14 The following external data dashboards should also be used to support evaluative commentary, RAG rating and action planning:

- [OfS Access and participation data dashboard](#)
- [OfS National Student Survey data: provider-level](#)
- [OfS Student outcomes data dashboard](#)
- [OfS Sector distribution of continuation outcomes for full-time first degree students](#)

15 Other internal data sources include those available via other Central Service Directorates. For instance, the Office of the Dean of Students provides data on student complaints, and the Academic Registry provides summaries of external examiner reports.

Timelines

16   The process operates annually, starting with a review at the end of the previous academic year. Evidence gathering, planning, and action occur throughout the year, with continuous monitoring to assess progress and inform action plan adjustments.

17   The typical timeframe of activities is as follows:

Timeframe	Activity
May	School Directors of Education set reporting requirements and key dates for all disciplines within their School.
June - July	Schools hold Module Performance Review Meetings to assess student performance and identify concerns. Boards of Examiners are held to consider student progression and award.
August – September	External examiners are asked to provide annual reports by August 1. A Self-Evaluation & Improvement Planning Document (SIP) is prepared for each discipline.
Early October	SIPs are reviewed by the University Executive Team (UET).
November	Education Committee approves SIPs. These contribute to the University-level report and action plan.
January - June	Monitoring activities continue. UET will review progress against action plans in March.

Record-keeping and retention

18   Completed SIPs are provided by the School Director of Education to the Quality Assurance Team for audit records.

19   SIPs may be used towards other processes, including Periodic Subject Review and external review activities, and are disposed of according to records retention requirements.

Appendix 1: OfS Conditions of Registration Mapping

The following table indicates the level at which Conditions will apply for self-evaluation purposes. Initial conditions only apply to new providers seeking registration, while ongoing conditions of registration apply to all registered providers and are a requirement for providers to remain registered with the OfS. Please refer to the OfS Regulatory Framework pages for the latest version.

Condition	Type of Condition (Initial / Ongoing / Both)	Level (Institution / Discipline / N/A)
A – Access and participation for students from all backgrounds		
A1: Access and participation plan	Both	Institution
A2: Access and participation statement	Both	N/A
B – Quality, reliable standards and positive outcomes for all students		
B1: Academic experience	Ongoing	Discipline
B2: Resources, support and student engagement	Ongoing	Discipline
B3: Student outcomes	Both	Discipline
B4: Assessment and awards	Ongoing	Discipline
B5: Sector-recognised standards	Ongoing	Discipline
B6: Teaching Excellence Framework participation	Ongoing	Institution
B7: Quality	Initial	N/A
B8: Standards	Initial	N/A
C – Protecting the interests of all students		
C1: Guidance on consumer protection law	Both	Discipline (Implementation of policies)
C2: Student complaints scheme	Ongoing	Discipline
C3: Student protection plan	Both	Institution
C4: Student protection directions	Ongoing	Institution

Buckinghamshire New University

Condition	Type of Condition (Initial / Ongoing / Both)	Level (Institution / Discipline / N/A)
D – Financial sustainability		
D: Financial viability and sustainability	Both	Institution
E – Good governance		
E1: Public interest governance	Both	Institution
E2: Management and governance	Both	Discipline (Effective management arrangements)
E3: Accountability	Ongoing	Institution
E4: Notification of changes to the register	Ongoing	Institution
E5: Facilitation of electoral registration	Ongoing	Institution
F – Information for students		
F1: Transparency information	Ongoing	Discipline
F2: Student transfer arrangements	Ongoing	Institution
F3: Provision of information to the OfS	Ongoing	Institution
F4: Provision of information to the Designated Data Body (DDB)	Ongoing	Discipline
G – Accountability for fees and funding		
G1: Mandatory fee limit	Ongoing	Institution
G2: Compliance with terms and conditions of financial support	Ongoing	Institution
G3: Payment of OfS and designated body fees	Ongoing	Institution

Appendix 2: Equality Impact Assessment

As a University, we are committed to enhancing equality, diversity and inclusion (EDI). We have a legal (Equality Act 2010) and ethical obligation to ensure our policies, systems and processes are fair, inclusive and ensure every member of the BNU community can thrive.

Whilst we all have protected characteristics, we know there are certain characteristics and communities that are marginalised and underrepresented in Higher Education and the workplace. These are: different ethnicities (including Gypsy, Roma, Traveller, Showmen and Boaters, migrants, refugees and asylum seekers) Disabled individuals; neurodiverse individuals; pregnancy (including maternity and paternity impact); the LGBT+ community; carers; people of different faiths; people impacted by menopause and individuals from a range of backgrounds including: socio-economic disadvantage, homeless, alcohol and/or substance misuse, people experiencing domestic and/or sexual violence, ex-armed forces, looked after children and care leavers. We also know individuals have multiple intersectional experiences and different points in their lives and careers.

1. **With reference to the above characteristics, in what ways does this policy enhance equality and the access of opportunity at BNU?**

   This policy enhances equality and access of opportunity at BNU by ensuring that all academic disciplines within the University or delivered through a partnership arrangement are subject to the same rigorous monitoring and evaluation process. This ensures that all students, regardless of their background or protected characteristics, receive a high-quality education. The policy also promotes a culture of self-evaluation and planning, which encourages continuous improvement and adaptation to the diverse needs of the student body.

2. **In what ways does the process adversely impact individuals from marginalised and underrepresented communities?**

   While the policy does not explicitly disadvantage any group, it's important to ensure that the process of data collection and analysis takes into account the diverse experiences of students from marginalised and underrepresented communities. For instance, efforts should be made to gather feedback from all students, not just those who are most vocal or most easily reached.

3. **How does this process work towards achieving the BNU Equality Objectives as outlined in the [Equality Strategy 2023-2028](#)? Please signpost objectives and actions in the BNU Equality Strategy.**

   This process contributes to the BNU Equality Objectives by promoting action to tackle inequalities (Priority Two, especially Objectives B, C, D and E). By regularly monitoring and evaluating the quality of education provided, BNU can identify areas for improvement and take action to ensure that all students, regardless of their background or protected characteristics, can succeed.

Name: **Dr Marcus Wood, Head of Quality Assurance**

Date: **23 April 2024**

High Wycombe Campus
Queen Alexandra Road
High Wycombe
Buckinghamshire
HP11 2JZ

Aylesbury Campus
59 Walton Street
Aylesbury
Buckinghamshire
HP21 7QG

Uxbridge Campus
106 Oxford Road
Uxbridge
Middlesex
UB8 1NA

**BNU based at
Pinewood Studios**

Pinewood Studios
Pinewood Road
Iver Heath
Buckinghamshire
SL0 0NH

Missenden Abbey
London Road
Great Missenden
Buckinghamshire
HP16 0BD

Telephone: 01494 522 141

BucksNewUni

BucksNewUni

BucksNewUni

BucksNewUniversity

If you have any queries about this policy, please contact the School or Directorate responsible for the policy