



Academic Developmental Reporting

Field/Department and Subject-level

Process Owner	Academic Services
Committee Responsibility	Academic Quality and Standards Committee
Date of approval	June 2015 (in principle)
Reviewed	December 2016
Date of next evaluation/ review	Evaluation: December 2018 Review: December 2020

1 Introduction

- 1.1 The University takes an integrated and enhancement-led approach to its annual review and monitoring of programmes. Until 2014/15, the format of annual review concentrated on quality assurance and was primarily retrospective; from 2015/16, the focus of the process was re-positioned to use available data on an ongoing basis that would inform planning and support enhancement and risk management throughout the academic year. It is also intended to strengthen the culture of sharing good practice where there are pockets of excellence and innovation and to develop a more collegiate approach and ethos of shared responsibility for resolving difficulties and challenges in a timely fashion.
- 1.2 In this revised approach there is also a greater emphasis on the student lifecycle from application through to graduation. The progression of particular cohorts can be tracked and the performance of different cohorts can be compared. This is intended to enable early identification of areas that may benefit from pre-emptive action to enhance the student experience and provide all students with the optimum learning experience, as well as indicating trends.
- 1.3 The ongoing approach to updating the academic developmental reporting form and considering data as they become available is designed to support subjects and departments in responding more quickly and within the formal support structures of the Schools, not in isolation.
- 1.4 This process is also intended to complement the University's Risk Management processes. There is an emphasis on transparency and honesty so that risk can be identified early and addressed promptly. This also recognises that there is a collective responsibility to mitigate risk.

2 Process

- 2.1 In the initial stages of operation, there will be a period of transition as work takes place to ensure data are accurate, appropriate, accessible and presented in a format that makes them easy to use.
- 2.2 Academic Developmental Reporting (ADR) at subject level does, in most cases, include any partner provision that is managed by that subject area. Exceptions might include where there is significant provision with a single provider in one subject area. In such instances, the partner provider should complete the ADR template in conjunction with the link tutor to ensure support from the BSU-based subject. Academic Services can advise on when it is more appropriate for a partner to complete a separate ADR; similarly, if an area is unsure what constitutes a subject area, advice should be sought from Academic Services.
- 2.3 Both subject-level and field/departmental-level ADRs should be formally considered at least three times within the School during the academic year. These should be timed so as to inform the regular Risk Management meetings with Executive Deans. The most appropriate forum within the School for considering the subject-level ADRs is at the discretion of the Executive Dean of School. Heads of Department/Field may wish to include their key contact within Academic Services at these meetings.
- 2.4 A School-Field/Departmental meeting will take place annually, normally in October, to discuss the ADR. The Executive Dean of School or nominee will chair a panel comprising three academic representatives (one from within the School but a different Field/Department; the

other two members will be one from each of the other two Schools). Secretarial support to the panel, including the production of a report of the meeting, will be provided by the relevant School's Professional Services. The panel will meet with the Head of Field/Department and subject leaders. Where partner provision sits within a separate ADR document, it may also be appropriate to include the relevant link tutor. Schools may also find it helpful to invite their key contact from Academic Services to be in attendance. Documentation for the meeting will comprise:

- ADR for each subject in the Department
- ADR from the Head of Field/Department

2.5 Following the meeting, a report will be produced by the panel. The Executive Dean of School will determine what – if any – follow-up work is necessary, including whether any of the Subject-level or Field/Departmental-level ADRs should be revised in response to the discussion at the meeting. This will also inform the Risk Registers maintained by Executive Deans of School.

2.6 In November, a meeting will take place at institutional-level to inform the annual report to the University's Academic Quality and Standards Committee. This meeting will receive the reports of the Field/Department-level end-of-cycle meetings held within Schools. This meeting will normally be chaired by the Vice-Provost (Learning and Teaching Quality) and will comprise the Head of Quality, Deputy Vice-Provost Learning and Teaching and a senior representative from each of the three Schools, normally Associate Dean or higher. Support for this meeting will be provided by Academic Services.

3 Reporting periods/timeline of year

Time	Undergraduate	Postgraduate
August/September	Final results known for L4-L6 students; external examiner reports; NSS data incoming student numbers	Incoming student numbers End of trimester results
November		Results of L7 students; external examiner reports
December	Census point for undergraduate students Incoming student numbers (Jan/Feb start)	Incoming student numbers (Jan/Feb start)
January	Applications received through UCAS for next academic year	
May	Acceptances for applications through UCAS for next academic year	
July	Main Examination Board results for level 4-6 students; external examiner reports	End of trimester results
August/September	Final results known for L4-L6	Incoming student numbers

	students; external examiner reports; NSS data incoming student numbers	End of trimester results
	Within department, confirm subject-level ADRs	
October	Meetings held at School-Field/Departmental level Commence work on ADR form for next academic year	
November	Meeting held at Institutional-School level	
December	Annual report to the Academic Quality and Standards Committee	