

Course Enhancement Process

Directional Guidance and Timeline 2022/2023

1. Context

- 1.1. The Course Enhancement Process was first introduced at the beginning of academic year 2020/21. It replaces all course level review and action plan documentation, providing a single integrated source of vision, planning and review.
- 1.2. The Course Enhancement Process has links to key university-wide policies and initiatives which should be referred to and utilised when considering priorities and objectives to ensure a cohesive approach.
- 1.3. The Course Enhancement Process is owned by Academic Quality and Development (AQD), with assistance and support from the departments within the OPVC Teaching & Learning and Planning and Insight. The University's Learning, Teaching and Quality Committee receives updates throughout the year and a final summary report from AQD at the July committee meeting.

2. CEP process for 2022/23

- 2.1. For academic session 2022-23, the Fair Outcomes and Business Operations panels will be combined into a single panel meeting later Autumn term.
- 2.2. The Student Experience meetings which focus on National Student Survey data will take place in September- early October as in previous years – see below).
- 2.3. Our refreshed Course Enhancement Process will take a risk-based approach to prioritise strategic action that seeks to positively impact any areas of concern. This will be further supported with opportunities to pause and reflect on effective practice from across the institution, for example, through School LTCs, Learning & Teaching Forums, and the CEP Roadshow (as outlined below).
- 2.4. These changes represent the evolving approach from the OfS as well as a desire to further streamline our internal quality review processes. The process and panel meetings will continue to be centred around available data and evidence-based discussions to drive improvements against sector and institutional benchmarks.
- 2.5. **For courses RAG-rated GREEN** there will be no requirement for

Course Leaders to either attend a Panel Meeting or prepare a Course Action Plan, but you will be asked to share good practice.

3. Student Experience – National Student Survey Outcome Meetings

- 3.1. These meetings will be chaired by the Director of Learning and Teaching and attended by Deans/Heads of School, Heads of Student Experience, Subject and Course Leaders, and other colleagues from key Professional Service Departments.
- 3.2. The panel will meet with course teams identified as having lower than expected or declining overall satisfaction scores. These meetings are conducted in the spirit of collaboration and collegiality, multiple departments and staff stakeholders create the student experience. Panel discussions will support course teams to arrive at the right actions to deliver improvements.
- 3.3. Data and documentation will be provided to colleagues before the meetings to enable reflection prior to completion and submission of the NSS CEP Action Plan.
- 3.4. The data and documentation that will be provided includes:
 - Examples of effective practice from a quick-fire survey from courses with student satisfaction levels above 80%
 - Any available CEP form from 2021/22 for the identified courses
 - New CEP template, guidance, and timeline
 - Trend analysis from the Course and Module dashboard for the identified courses
 - Institutional-level demographic NSS data, where reportable
 - NSS good practice guide
 - Map of key T&L initiatives to support curriculum change and improvement in practice
 - NSS qualitative comment summary for the identified courses, where reportable
 - Lines of enquiry document outlining the areas for discussion within the NSS Outcome meetings
- 3.5. NSS CEP Action Plans will be submitted by Schools in advance of the meetings.
- 3.6. Further discussion will take place in the Learning and Teaching Committee in the coming session regarding whether to include the student experience data in the Autumn CEP meetings going forward.

4. CEP Roadshow

4.1. A CEP Roadshow will showcase the good practice and impact of actions taken to raise awareness more widely across the University, including the sharing of information on quality updates such as the new OfS conditions of registration. The roadshow will take place during the autumn term.

5. Planning for the CEP

5.1. In planning for the CEP, Course Leaders/Subject Heads should respond to existing trends and patterns arising from the data at both module and course level as presented in the live [PowerBi Course and Module dashboard](#).

5.2. A risk-based approach will be used to identify and target undergraduate and postgraduate courses and modules where performance requires improvement. This will enable actions identified to feed into School strategy planning (see timeline below) allowing for a more holistic approach.

6. RAG-rated Course Level Dashboard

6.1. A new course level dashboard has been developed which brings all the data into one place. It will also be possible to drill through from course level into module level in the new dashboard. The course level dashboard will include the following data: Recruitment; Continuation; Pass without resits; NSS; Awarding Gap; Graduate Outcomes. The data will be RAG rated and ordered by highest impact.

6.2. The Planning and Insights team, AQD and CPED will support course leaders/Subject heads, in identifying at risk courses/modules in pre-CEP planning meetings. Course leaders will also be supported by current ESJ leads in each School in terms of understanding their data.

6.3. Schools will receive an action plan template to complete following the panel meeting. It will be the responsibility of Course Leaders to complete all relevant sections of the action plan.

What ratings mean for your course

6.4. The new RAG-rated Power-Bi data dashboard will enable Course Leaders and the subsequent CEP Panel meetings to focus on the highest-risk courses, with the following requirements:

Courses RAG-rated RED - Course Leaders must attend a Panel Meeting and prepare a Course Action Plan.

Courses RAG-rated AMBER - Course Leaders are not normally required to attend a Panel Meeting but must prepare a Course Action Plan.

Courses RAG-rated GREEN - No requirement for Course Leaders to either attend a Panel Meeting or prepare a Course Action Plan, but you will be asked to share good practice.

7. CEP Panel Meeting

7.1. A CEP panel meeting will be held for each School in the Autumn term. The meeting will be structured around four areas:

- An overview and discussion on faculty performance led by the Head /Dean of School. The Head/Dean of School must produce a maximum two-page overview report to be shared with the Panel. This overview will include a summary of excellent performance on courses/modules and how good practice has been spread throughout the School. It will consider School-wide approaches/new initiatives to improve the metrics and any lessons learnt for the wider university.
- An overview and discussion of all identified at-risk courses/modules led by the Head/Dean of School. Followed by a detailed discussion with Subject heads of courses/modules identified as at risk.
- Discussion with the Head/ Dean of School on plans for supporting staff development focusing on teaching and learning.
- To consider any feedback from the External Examiners and Student Reps not covered in above.

8. Panel membership

Pro Vice Chancellor Teaching and Learning (Chair)

Director of Teaching and Learning

Dean of Students

Head of Fair Outcomes

Head of Student Services

Head of Careers and Employability

2 Student Representatives

(provided by Student Union in agreement with AQD).

AQD representative (Head of AQD / Quality Manager)

CPED representative

AQD Quality Enhancement Officer

- 8.1. Head/Dean of Schools will be asked to identify any other staff from the School to attend the meeting.
- 8.2. AQD will provide briefing sessions for Student Representatives. External Examiners will be informed of the revised CEP and on how their reports and feedback will be used.
- 8.3. Following the meeting a summary document will be prepared by the AQD Quality Enhancement Officer which identifies actions to be taken and would be considered at the Spring follow up meeting.
- 8.4. Impact would also be measured by changes in the rag status in the PowerBI dashboard. The summary document will be circulated to the School and panel membership.

9. Mid-Year Review

- 9.1. A mid-year review will take place in the Spring term which will review the progress and actions taken to address courses and modules where performance is below target across key performance indicators. This will initially involve a desk-based process with follow-up quality conversations with key academic staff, where appropriate.
- 9.2. Updated Action Plans should be reviewed at School Learning, Teaching and Quality Committees.

10. Final Action Plan Update

- 10.1. To ensure that all Action Plans are fully completed, and actions agreed at the beginning of the cycle signed off, a final update of all CEP Action Plan templates will be required by July, in good time for the end of the academic year.

11. CEP Timeline

Activity	Purpose	Dates	Who	Output
NSS CEP Meetings	To review NSS data for selected courses following below NSS threshold with input from Course Leaders and School colleagues	September/ October	NSS CEP panel members, Heads/Deans of School, Subject Heads plus other staff as appropriate	Actions for at risk courses discussed and agreed. Action plans produced.
CEP Roadshow	Sharing good practice	Autumn- Spring term	AQD Team	
CEP Planning meetings	To review course/module data with input from colleagues	1-4 November	AQD. Planning, CPED, ESJ leads, Head/Dean of School, Course leaders/Subject heads	Identification of at-risk courses & for Schools to seek clarity on process and panel expectations.
CEP Panel meetings	Data and action plan meeting	21-28 November	CEP panel members, Heads/Deans of School, Subject Heads plus other staff as appropriate	Actions for at risk courses discussed and agreed. Action plans produced.

Activity	Purpose	Dates	Who	Output
Strategic Planning process begins	Development of School Plans	December-January	Planning, Heads/Deans of Schools	School Strategic Plans
CEP Mid-Year Review (Desk based)	To review plans and monitor progress	March-April	CEP Panel, Heads/Deans of School plus other staff as appropriate	Report for July LTQC, produced by AQD.
Final Update	To confirm actions completed	July	School staff / Heads/Deans of School as appropriate / AQD	Completed CEP Action Plans.