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| **AM2** | **Subject Quality Enhancement Plan**  about performance in 2022-23 | | | L:\Directorate\Governors\Common\C6 - Corporate Docs\New logo UoB-2018-black.jpg |
| **Process:** | Annual Monitoring | **Date issued:** | October 2023 |
| **Owner:** | Standards and Enhancement Office | **Last updated:** | October 2023 |
| **Sponsor:** | Acting Academic Registrar | **Version:** | ver 1.0 |
| 🛈 | Please **carefully read the following instructions** | | | |
| This Subject Quality Enhancement Plan (SQEP)analyses the overall, combined performance of a number of University of Bolton programmes or programme clusters, within a specific CAH-02 level Subject area, as defined in the [Common Aggregation Hierarchy](https://www.hesa.ac.uk/support/documentation/hecos/cah), **during the academic year 2022-23.**  Please ensure you carefully consider and complete all sections of this form.  This form is designed to be completed electronically using Microsoft Word. Please do not attempt to complete it by hand as it must be submitted digitally.  Please ensure you have the following materials readily available, which you will need to complete this form:   1. The Subject-level Annual Monitoring data report for the CAH-02 Subject area which you are reviewing, to inform **parts 2a**, **2d** and **2e**. 2. Copies of the Programme Plans completed this year for all programmes within the CAH-02 Subject which you are reviewing. These should have been uploaded by Programme Plan authors to the School Quality Portal, and submitted to the AC SELE for the Subject area in which the programme sits. You should ensure you have reviewed these and feed the programme level findings into the preparation of this SQEP as appropriate. These inform parts **2b** and **2c**. 3. A copy of last year’s SQEP (submitted December 2022) to inform the completion of **part 3a** and **3b**.   The above list is not however exhaustive. You are encouraged to use all relevant available sources of information to inform your analysis and evaluation throughout this document.  Prior to submission of this SQEP, you must consult the following key stakeholders:   * Students should be consulted on the updated Action Plan from last year, completed in **part 3a**, and the new Action Plan in **part 3b**, at the first School Board of the academic year. Details of when and how this took place should be provided in **part 4e**. Where this is not possible, alternative means should be agreed with the Acting Academic Registrar. * The Head of School/Divisionshould be consulted on this SQEP, in particular regarding any resource implications identified in **part 4b**. The Head of School/Division should respond to any resource implications identified in **part 4c**.They should also provide a signature of support in **part 4d**. * The Academic Coordinator (Standards, Enhancement and Learner Experience) (AC SELE) is usually the author of the SQEP. However, where this is not the case, the AC SELE for the Subject area should be consulted on this SQEP and should provide a signature of support in **part 4d**. | | | |
| 🛈 | Please **note the following deadlines** | | | |
| Download the Annual Monitoring Report for the CAH-02 Subject area from Monday, 6th November, 2023, at L:\Corporate Intelligence\Annual Quality Monitoring\Nov-2023.  SQEPs must be submitted no later than Friday, 12th January, 2024, with no exceptions.  Instructions for submission can be found at the end of this document. | | | |
| **⇒** | Now **proceed to** **part 1** (overleaf) | | | |

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| 1 | **Contextual information** | |
| 🛈 | Please **carefully read the following instructions** | |
| **Guidance for completing Section 1:**  Complete the parts of the form below as appropriate to the CAH-02 level subject area under review in this Subject Quality Enhancement Plan. | |
| **1a** | Authorship | |
| Insert the name(s) and post title/position of the author or authors of this SQEP below. | |
| **Name of the author(s):** |  |
| **Post title/position of the author(s):** |  |
| **1b** | CAH-02 Subject area | |
| Insert the code and title of the CAH-02 level Subject in the [Common Aggregation Hierarchy](https://www.hesa.ac.uk/support/documentation/hecos/cah) which this SQEP addresses. | |
| **CAH-02 Subject code:**  *(e.g. CAH11-01)* |  |
| **CAH-02 Subject title:**  *(e.g. Computing)* |  |
| **⇒** | Now **proceed to part 2** (overleaf) | |

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| 2 | **Subject analysis** | | | |
| 🛈 | Please **carefully read the following instructions** | | | |
| **Guidance for completing Section 2:**   1. Download the pre-populated Annual Monitoring Report containing the data for the Subject, available from the internal network location: **L:\Corporate Intelligence\Annual Quality Monitoring\Nov-2023** (available from 6th November 2023); 2. Analyse the data contained in the Annual Monitoring Report for the Subject; 3. Use your analysis to complete the sections below; 4. **For any off-campus partner provision** within the Subject, ensure you consult with the Head of Collaborative Provision Partnerships in the Off Campus Division for further information. | | | |
| **2a** | Review the Office for Students core metrics and University KPIs data for the Subject, detailed in the Annual Monitoring Report | | | |
| Insert the Subject level results from the Annual Monitoring Report for the Subject, for the OfS core metrics and for the University KPIs, and analyse performance in the Subject against the metrics, paying attention to the disaggregated results in the Annual Monitoring Report for specific programmes within the Subject and specific delivery locations. The prompt questions below will guide your analysis.  Where a benchmark is not met,it should be identified as an Area for Improvement (AFI) in the Action Plan in **part 3b.** | | | |
| **Core Metric or University KPI** | **Result (no./%)**  *Insert the data from the Subject Annual Monitoring Report* | **Subject benchmark (no./%)**  *Insert the target benchmark for the Subject* | **Did the result meet the benchmark?**  *Insert ‘Yes’ or ‘No’* |
| **Office for Students core metrics:** | | | |
| **The teaching on my course**  (NSS questions 1 – 4) |  |  |  |
| **Assessment and feedback**  (NSS questions 10 – 14) |  |  |  |
| **Academic support**  (NSS questions 15 – 16) |  |  |  |
| Course continuation (introduced 2022) |  |  |  |
| **Course completion** (introduced 2022) |  |  |  |
| **Progression** (to graduate level employment or further study, 15 months after completion of study) (introduced 2022) |  |  |  |
| **University KPIs:** | | | |
| **Applications** (No.) |  | N/A | N/A |
| **Enrolments** (No.) |  | N/A | N/A |
| **Conversions** (% applications to enrolment) |  | 40% or greater |  |
| Attendance 2 (NEW in 2023)[[1]](#footnote-1) |  | 80% or greater |  |
| **Average module mark** (%) |  | 56% or greater |  |
| **Modules passed first time** (%) |  | 86% or greater |  |
| **Achievement of ‘good honours’ degrees: UGT programmes** (%) |  | 65% or greater |  |
| **Analyse the Subject level performance against the Office for Students core metrics (NSS Teaching on My Course; NSS Assessment and Feedback; NSS Academic Support; and Continuation, Completion and Progression), addressing the following questions:**   * Are there any specific areas of particularly strong or weak performance in the Subject? * Do the disaggregated results for particular delivery locations demonstrate particularly strong or weak performance in particular areas, which might be affecting the result across the Subject? * Do the disaggregated results for the performance of specific programmes which fall within the Subject demonstrate particularly strong or weak performance on particular programmes, which might be affecting the result across the Subject? | | | |
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| *The text box will expand to fit your response.* | | | |
| **Analyse the Subject level performance against the University KPIs (applications, enrolments, conversions, attendance, average module mark, modules passed first time, and achievement of ‘good honours’ degrees on UGT programmes), addressing the following questions:**   * Are there any specific areas of particularly strong or weak performance in the Subject? * Do the disaggregated results for particular delivery locations demonstrate particularly strong or weak performance in particular areas, which might be affecting the result across the Subject? * Do the disaggregated results for the performance of specific programmes which fall within the Subject demonstrate particularly strong or weak performance on particular programmes, which might be affecting the result across the Subject? | | | |
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| *The text box will expand to fit your response.* | | | |
| **2b** | Review External Examiners’ comments on academic standards | | | |
| Using the Programme Plans (form AM1) prepared this year for the programmes which fall within the CAH-02 Subject area under review in this SQEP, review the information on External Examiners’ comments in the Programme Plans (form AM1, part 2c). Analyse and comment upon External Examiners’ comments on academic standards across the CAH-02 Subject area, identifying any major cross-cutting themes, areas for improvement (AFI) and features of good practice (FGP) worthy of dissemination to others. | | | |
| **Write your narrative below:** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Identify any major cross-cutting themes in External Examiners’ comments across the CAH-02 Subject area** | | | |
|  | | | |
| *Add more bullet points above as necessary.* | | | |
| **Identify any areas for improvement (AFI):** | | | |
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| *Add more bullet points above as necessary.* | | | |
| **Identify any features of good practice (FGP) worthy of dissemination to others:** | | | |
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| *Add more bullet points above as necessary.* | | | |
| **2c** | Evaluate the quality of students’ educational experience | | | |
| Using the Programme Plans (form AM1) prepared this year for the programmes which fall within the CAH-02 Subject area under review in this SQEP, review the information on the quality of the students’ educational experience in response to the three themes (form AM1, part 2d).  Synthesising the responses to these themes and prompts in the Programme Plans, provide a summary overview across the Subject area in response to the questions below.  Thereafter, identify any broader areas for improvement (AFI) and features of good practice (FGP) across the Subject area arising from your evaluation. These should be included in the Action Plan in **part 3b**. | | | |
| **Evaluate teaching quality across the Subject area, specifically addressing the following questions:**   * Does provision across the Subject meet the expectations of External Examiners regarding teaching quality and students’ learning experience? * Does provision across the Subject meet the requirement to be ‘Teaching Intensive, Research Informed’ (TIRI), incorporating research outputs from research activities which impact provision on the programme? * Does provision across the Subject use student-centred pedagogy and diverse assessment methods? * Does provision across the Subject demonstrate teaching excellence? | | | |
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| *The text box will expand to fit your response.* | | | |
| **Evaluate student experience and support on the programme, specifically addressing the following questions:**   * Does provision across the Subject meet the expectations of External Examiners regarding the wider student experience? * Are there robust methods in place to monitor student attendance and performance and respond proactively? * Can students readily access academic and pastoral support? | | | |
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| *The text box will expand to fit your response.* | | | |
| **Evaluate student employability on the programme, specifically addressing the following questions:**   * Does provision across the Subject use the Graduate Attribute Matrix for Employability (GAME/GAME+)? * Does provision across the Subject provide work-based or work-related learning opportunities which enhance employability and enterprise? * Does provision across the Subject engage with the Industry Advisory Board, employers, or the profession, particularly to ensure the views of employers/industry professionals inform the quality of the programme? * Does provision across the Subject enable students to enhance their digital literacy? | | | |
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| *The text box will expand to fit your response.* | | | |
| **Identify any areas for improvement (AFI):** | | | |
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| *Add more bullet points above as necessary.* | | | |
| **Identify any features of good practice (FGP) worthy of dissemination to others:** | | | |
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| *Add more bullet points above as necessary.* | | | |
| **2d** | Evaluate continuation rates in the Subject | | | |
| Evaluate the continuation of students across the Subject area, using the data contained in the Annual Monitoring Report for the subject. Does the Subject meet the benchmark for course continuation for all students? If not, what are the specific problem areas? | | | |
| **Write your narrative below:** | | | |
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| *The text box will expand to fit your response.* | | | |
| **2e** | Evaluate Subject-level performance against APP-related metrics | | | |
| Evaluate the Subject level performance against each of the APP-related gap metrics, contained in the Annual Monitoring Report for the Subject. Assess the extent to which the Subject is taking steps to reduce demographic gaps in attainment, continuation and progression.  Gap metrics 1-4 relate to **attainment gaps** between particular student demographics.  Gap metrics 5-7 relate to **continuation gaps** between particular student demographics.  Gap metrics 8 and 9 relate to **progression gaps** between particular student demographics.  Thereafter, provide a summary assessment of any significant areas for improvement (AFI), and any notable features of good practice (FGP) which arise from your evaluation of each gap metric and the evidence you have used to inform your assessment. These should be included in the Action Plan in **part 3b.**  **Please pay careful attention to the specific wording for each gap metric and respond accordingly.** | | | |
| **Gap metric 1: The attainment gap between POLAR4 Quintile 1 and Quintile 5, for full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 2: The attainment gap between IMD Quintile 1 and Quintile 5, for full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 3: The attainment gap between Black and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 4: The attainment gap between Asian and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 5: The continuation gap between Black and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 6: The continuation** **gap between Asian and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 7: The continuation gap between mixed-ethnicity and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 8: The progression gap between IMD Quintile 1 and Quintile 5 part-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Gap metric 9: The progression gap between Asian and White full-time undergraduate students** | | | |
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| *The text box will expand to fit your response.* | | | |
| **Identify any areas for improvement (AFI):** | | | |
|  | | | |
| *Add more bullet points above as necessary.* | | | |
| **Identify any features of good practice (FGP) worthy of dissemination to others:** | | | |
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| *Add more bullet points above as necessary.* | | | |
| **⇒** | Now **proceed to** **part 3** (overleaf) | | | |

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| 3 | **Action Planning** | |
| 🛈 | Please **carefully read the following instructions** | |
| **Guidance for completing Section 3:**   1. Locate, review and update the Action Plan from last year’s SQEP, according to the instructions in **part 3a**, and include your updated version of last year’s Action Plan alongside this SQEP when you submit; 2. Complete the new Action Plan in **part 3b**, including any incomplete action points from last year’s Action Plan, identified in **part 3a**, as action points in the new Action Plan. | |
| **3a** | Progress report on last year’s Action Plan | |
| Alongside this SQEP, you must submit an updated version of the Action Plan written in last year’s SQEP, annotated with updates against each action point.  Your updates against each action point should indicate the current status of the action (e.g. complete or incomplete, and whether actively in progress or stalled) and should include detail on the progress made to date and what impact the progress to date has made. Your annotations should also indicate any contextual information relevant to the status of the action point, such as factors which have prevented completion of the action point and how those factors will be addressed.  Any action points from last year’s Action Plan which remain incomplete should be included as action points in the new Action Plan, in **part 3b** below. | |
| **3b** | Action Plan for the Subject | |
| Complete the Action Plan below for the Subject area covered by this SQEP.  Your Action Plan should include any incomplete action points from last year’s Action Plan, identified when completing **part 3a**.  You should also outline any new action points for the Subject regarding areas for improvement (AFI) or features of good practice (FGP), according to the instructions below:   |  |  | | --- | --- | | **Areas for improvement** (AFI) arising from:   * + 1. Your analysis of OfS core metrics and University KPIs contained in the Annual Quality Monitoring data report for the Subject, which did not meet benchmark, identified in **part 2a**;     2. Any negative comments from External Examiners’ regarding academic standards in the Subject, identified in **part** **2b**;     3. Your evaluation of the quality of students’ educational experience, identified in **part 2c**;     4. Your evaluation of continuation rates in the Subject, identified in **part 2d**;     5. Your evaluation of Subject level performance against the APP-related gap metrics (i.e. attainment, continuation or progression gaps for particular student demographics), which did not meet benchmark, identified in **part 2e**;     6. Action points/areas for improvement from last year’s SQEP action plan which were not completed, identified in **part 3a**. | **Features of good practice** (FGP) worthy of dissemination arising from:   1. Your analysis of OfS core metrics and University KPIs contained in the Annual Quality Monitoring data report for the Subject, which met or exceeded benchmark, identified in **part 2a**; 2. Any positive comments from External Examiners’ regarding academic standards in the Subject, identified in **part 2b**; 3. Your evaluation of the quality of students’ educational experience, identified in **part 2c**; 4. Your evaluation of continuation rates in the Subject, identified in **part 2d**; 5. Your evaluation of Subject level performance against the APP-related gap metrics (i.e. attainment, continuation or progression gaps for particular student demographics), which met or exceeded benchmark, identified in **part 2e**; 6. Action points/areas for improvement from last year’s SQEP action plan which were completed particularly successfully, innovatively or have had a significant impact, identified in **part 3a**. |   In the third column, you should identify all the OfS B conditions which are relevant to the action point in question. The OfS B Conditions are detailed in the information box immediately following the Action Plan template.  Provide a RAGB (Red, Amber, Green, Blue) progress report in the final column according to the following rubric:   * Red: not going to achieve intended outcome within stated timeline; * Amber: problems identified and additional action needed to bring back on track; * Green: on track to achieve intended outcomes within planned timeframe; * Blue: actions completed and intended outcomes achieved. | |
| **⇒** | Continue with **Part 3b** (Action Plan for the Subject) overleaf | |

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| **3b** | Action Plan for the Subject, **continued…** | | | | | | | | | |
| **Action point**  e.g.: ‘AFI: Foundation year retention and progression needs to be improved’, ‘FGP: implementation of Enhanced Personal Tutor role in partnership with…’ | **Evidence source and reason**  e.g.: ‘KPIs for ‘attendance’ and ‘withdrawn in year’ did not meet the target benchmark’ | **OfS B Conditions relevant to matter identified**  e.g.: ‘2a’ (see list below) | **Intended outcomes or ‘success indicators’**  e.g.: ‘Improved attendance, retention and progression of foundation year students’ | **Action to be taken to achieve intended outcomes**  e.g.: ‘strengthen personal tutor interventions’; ‘evaluate teaching, learning and assessment strategies and support via Foundation Programme Network’ | **Target date for completion of the action**  e.g.: ‘January 2024’ | **Role title of the individual responsible for the action**  e.g.: ‘Programme Leader’, ‘Enhanced Personal Tutor’ | **Committee/role holder the action has/will be reported to**  e.g.: ‘School of Law SSLC on 15/03/2023’ | **RAGB progress report**  e.g.: ‘Amber – Personal tutoring interventions applied (Nov 2023)’ | |
| **Outstanding action points from last year’s Action Plan, reviewed and updated in part 3a above:** | | | | | | | | | |
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| *Insert additional rows above as necessary.* | | | | | | | | | |
| **Areas for improvement (AFI):** | | | | | | | | | |
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| *Insert additional rows above as necessary.* | | | | | | | | | |
| **Features of good practice (FGP):** | | | | | | | | | |
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| *Insert additional rows above as necessary.* | | | | | | | | | |
| 🛈 | Office for Students’ B Conditions | | | | | | | | | |
| The list below is an abridged version of the [Office for Students’ B conditions](https://www.officeforstudents.org.uk/advice-and-guidance/regulation/registration-with-the-ofs-a-guide/conditions-of-registration/), part of the ongoing Conditions of Registration to which all UK HE institutions are subject.  This version has been adapted to support the alignment exercise which is part of the Action Plan exercise in **part 3b** above. Some specific parts of the B conditions have been removed as they are not relevant to this specific exercise, for instance because they address policy and regulation issues established at the institutional level, or because they address metrics used in assessing compliance with the regulatory framework which are not relevant to the Action Plan exercise above (as in condition B3).  The version contained below is therefore a version of the B conditions which has been specifically adapted for the purposes of the University of Bolton’s Annual Monitoring process, and should not be considered the definitive version of the B Conditions. [For the definitive version, see the Office for Students’ website](https://www.officeforstudents.org.uk/advice-and-guidance/regulation/registration-with-the-ofs-a-guide/conditions-of-registration/).  **Condition B1: The provider must ensure that the students registered on each higher education course receive a high quality academic experience.**   1. The HE course is **up-to-date**; 2. The HE course provides **educational challenge**; 3. The HE course is **coherent**; 4. The HE course is **effectively delivered**; 5. The HE course is requires students to develop **relevant skills**, as appropriate to the subject matter of the course.   **Condition B2: The provider must take all reasonable steps to ensure students receive sufficient and effective resources, support and engagement**   1. Each cohort of students receives **resources and support which are sufficient** to ensure a **high-quality academic experience** and that students **succeed in and beyond HE**; 2. Each cohort of students is **engaged effectively** to ensure a **high-quality academic experience** and that students **succeed in and beyond HE**.   **Condition B3: The provider must ensure that:**   1. The course delivers positive outcomes for students on its HE courses.   **Condition B4: The provider must ensure that assessment and awards are effective, valid, reliable and credible.**   1. Students are **assessed effectively**; 2. Each assessment is **valid and reliable**;   **Condition B5: The provider must ensure that:**   1. Standards set appropriately reflect any applicable **sector-recognised standards**;   Source: Office for Students, at <https://www.officeforstudents.org.uk/advice-and-guidance/regulation/registration-with-the-ofs-a-guide/conditions-of-registration/> | | | | | | | | | |
| **⇒** | Now **proceed to** **part 4** (overleaf) | | | | | | | | | |

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| 4 | **Future planning and sign-off** | | | | |
| 🛈 | | Please **carefully read the following instructions** | | | |
| **Guidance for completing Section 4:**   1. Review all sections below and provide appropriate commentary and sign off as instructed. 2. Ensure the additional information required to be appended to this SQEP is included alongside this document when making the submission. | | | | |
| **4a** | Overview of future plan for the Subject | | | | |
| Looking beyond the current academic session to the future, provide an overview of future opportunities that will help to determine the direction of the Subject area. What are the opportunities to be exploited or the threats or risks that need to be mitigated, and how will the Subject and its staff deal with these opportunities and threats? | | | | |
| **Write your narrative below:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **4b** | Assessment of resource implications | | | | |
| Detail below any resource implications which arise from this SQEP, and in particular from the commentary you provided in **part 4a**, and any areas for improvement identified in the Action Plan in **part 3b**. Any resource implications you identify will need to be consulted about with the Head of School/Division, who will need to comment on the resource implications identified in **part 4c** below. | | | | |
| **Library/learning resources:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **IT/digital resources:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **Financial resource:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **Staffing resource:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **Any other resource:** | | | | |
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| *The text box above will expand to fit your response.* | | | | |
| **4c** | Head of School/Division commentary on resource implications | | | | |
| The Head of School/Division should provide commentary below on any resource implications you have identified in **part 4b** above. | | | | |
| **Insert statement on resource impact from the Head of School/Division below:** | | | | |
|  | | | | |
| *The text box above will expand to fit your response.* | | | | |
| **4d** | Supporting signatories | | | | |
| Please ensure this SQEP is signed off below by the Head of School/Division and the relevant Academic Coordinator (Standards, Enhancement and Learner Experience) for your Subject area. | | | | |
| **Head of School/Division:** | | | | |
| Signature of support from Head of School/Division for this SQEP and any resource implications detailed in 4b and 4c above: | |  | | |
| Name of signatory: | |  | | |
| Role title of signatory: | |  | | |
| Date signed: | |  | | |
| **Academic Coordinator (SELE) for your Subject area:** | | | | |
| Signature of support from the Academic Coordinator (SELE) on receipt of this Plan before it is submitted: | |  | | |
| Name of signatory: | |  | | |
| Role title of signatory: | |  | | |
| Date signed: | |  | | |
| **4e** | | Student consultation at School Board | | | |
| Insert below the details of the School Board at which this SQEP was considered prior to submission. | | | |
| **School Board at which the SQEP was considered:** | | **Date of School Board** | |
|  | |  | |
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| *Insert additional rows above as necessary.* | | | |
| **4f** | Completion checklist | | | | |
| Before submitting your SQEP, please ensure the checklist below has been completed: | | | | |
| **To complete before submission** | | | | **Complete?**  *Insert ‘Y’ if complete* |
| I have checked all fields in **part 1** have been fully and accurately completed | | | |  |
| I have checked all fields in **part 2** have been fully and accurately completed | | | |  |
| I have checked all fields in **part 3** have been fully and accurately completed | | | |  |
| I have appended the updated version of last year’s Action Plan completed in response to **part 3a** | | | |  |
| The updated Action Plan from last year in **part 3a** has been considered by staff and students at the first School Board | | | |  |
| The new Action Plan in **part 3b** has been considered by staff and students at the first School Board | | | |  |
| I have checked all fields in **part 4** have been fully and accurately completed | | | |  |
| The Head of School/Division has commented on any resource implications in **part 4c** | | | |  |
| The Head of School/Division has provided a supporting signature in **part 4d** | | | |  |
| The relevant AC SELE has provided a supporting signature in **part 4d** | | | |  |
| 🛈 | Please **read the instructions for submission** below | | | | |
| Please ensure all fields in this form have been fully completed, and that you have completed all items in the pre-submission checklist in **part 4d**.  When you submit your SQEP, you should append the following supporting documentation:   * The updated version of last year’s SQEP Action Plan, completed in response to **part 3a**;   It is no longer necessary to include the Annual Quality Monitoring data report for the Subject when submitting this SQEP. These will be provided electronically to the Acting Academic Registrar and to members of Education Committee when the SQEP is considered.  The Annual Quality Monitoring data report should however be included alongside the SQEP as an addition document when it is considered by staff and students at the School Board; this is the only exception.  Your completed SQEP should then be submitted via the following channels:   1. to be submitted to the Acting Academic Registrar, Dr Lisa Cove, at [L.A.Cove@bolton.ac.uk](mailto:L.A.Cove@bolton.ac.uk). 2. to be uploaded to the School Quality Portalrelevant to the CAH-02 Subject under review.   The deadline for submission of your completed SQEP is **Friday, 12th January, 2024** with no exceptions. Thank you for your continued support for this important quality process. | | | | |
| **⇒** | **Now submit your completed SQEP**  SQEP deadline: **Friday, 12th January, 2024** | | | | |

1. In 2022-23, there were two Attendance metrics reported upon, Attendance 1 (now removed) and Attendance 2 which remains in 2023-24. Attendance 1 was a measure of attendance where missing attendance marks were disregarded when calculating percentage attendance; Attendance 2, however, regards missing marks as equivalent to an absent mark. Some programmes had a significant number of missing attendance marks, and therefore the move to Attendance 2 will significantly improve the accuracy of attendance reporting. From the 2023-24 Annual Monitoring round, Attendance 2 will be the sole attendance metric reported. However, Attendance 1 will still be available for contextual background use via UNIPULSE. [↑](#footnote-ref-1)