**University of Suffolk**

**RISK-BASED MONITORING AND ENHANCEMENT (RIME) PROCESSES:
AN INTRODUCTION**

A risk-based approach to monitoring and review, termed Risk-Based Monitoring and Enhancement (RiME), has been adopted by the University of Suffolk for all course provision within the University and its partner institutions. The processes place an emphasis on course teams and course committees monitoring their provision on a continual basis, feeding up to School Academic Committees within the University and equivalent partner committees. The processes expect supporting data to be released as soon as it is available for continual monitoring and review activities.

This document provides an overview of the RiME processes, outlining how each process works and relates to the other processes. Throughout this document we provide links to further more detailed guides to individual aspects of the RiME processes and related supporting documents.

All documentation and templates associated with RiME can be accessed from the Quality Monitoring and Enhancement pages on the University website.

## Processes overview

The overall approach encompassed in RiME is for the relevant teams and committees to take a risk-based view of their provision, whilst also identifying good practice and opportunities for enhancement. This results in:

➢ the identification and consideration of aspects worthy of dissemination

➢ the identification of data and feedback indicating that provision is not fully meeting student, university or national expectations, and planned actions to address associated issues

➢ the regular monitoring of identified actions to ensure that they are completed appropriately.
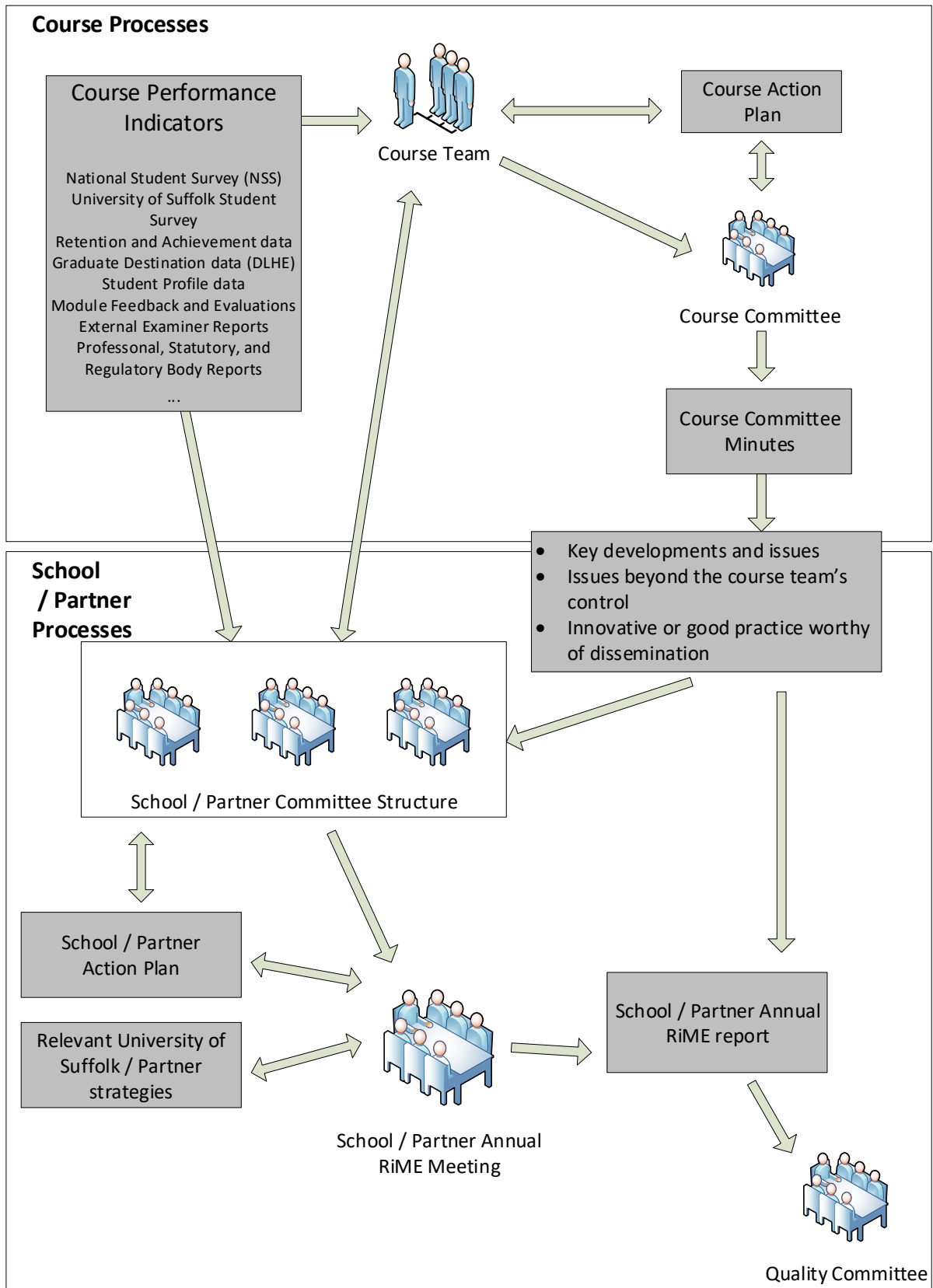
## Institutional support and monitoring

The University of Suffolk Senate retains ultimate responsibility for the quality and academic standards of course provision, with responsibility for monitoring activity delegated to the Quality Committee. The Quality Assurance and Enhancement team provides support in monitoring and review activities. This support takes five forms:

• enhancement support
• data provision
• the issue of risk alerts
• the possible identification of review themes
• support and guidance on the completion of RiME processes.

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# Overview of Monitoring, Review and Enhancement processes

## Course Processes

**Course Performance Indicators**

National Student Survey (NSS)
University of Suffolk Student Survey
Retention and Achievement data
Graduate Destination data (DLHE)
Student Profile data
Module Feedback and Evaluations
External Examiner Reports
Professional, Statutory, and Regulatory Body Reports
...

Course Team

Course Action Plan

Course Committee

Course Committee Minutes

- Key developments and issues
- Issues beyond the course team's control
- Innovative or good practice worthy of dissemination

## School / Partner Processes

School / Partner Committee Structure

School / Partner Action Plan

Relevant University of Suffolk / Partner strategies

School / Partner Annual RiME Meeting

School / Partner Annual RiME report

Quality Committee

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## Course monitoring and review processes

The responsibility for monitoring course provision lies with the course team, who should meet regularly, considering performance indicators and data alongside feedback (both formal and informal) and benchmarks.

A central element of each course team's monitoring activities will be their regular review of module provision through the consideration of student feedback and the module evaluation process. This work should be done with reference to the course's definitive record and to the current module specifications.

### Course committees

Each course has a course committee which includes student and stakeholder representatives. The role of the course committee is to support and encourage the course team in their duties, and consider feedback, performance and achievement measures, course team plans and proposed developments. The priority within course committees is the receipt and consideration of feedback, and the monitoring of how this feedback is followed up. Thus, course committees seek to answer the following three questions:

- What do we need to do to (further) enhance the provision? (receiving feedback)
- What have we done to improve and enhance the course and has it worked? (reviewing activity)
- What are we doing, and what do we agree will be done either immediately or very soon? (action planning)

Course committees include representative members of the course team, the local manager with overall responsibility for the course (Chair), elected student representatives and invited further representatives as appropriate.

The course committee will be given access to course data and appropriate analysis and recommendations for action produced by the course team. This will form the basis for discussion and the identification and monitoring of actions, all of which will be recorded and tracked through minutes and the course action plan. Partner institutions will also be expected to complete a course level annual monitoring report.
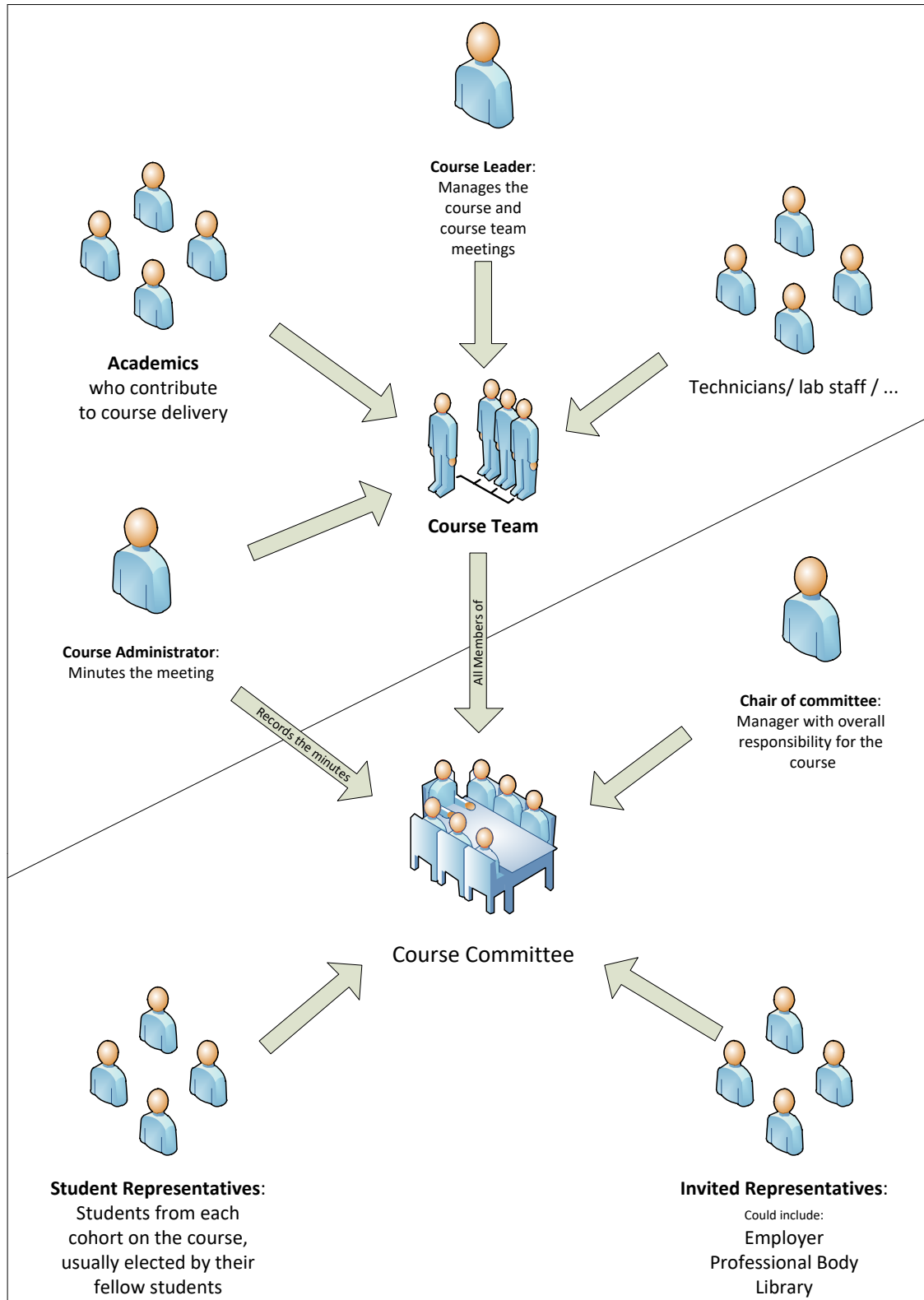
### Detailed guidance and further documentation

There are a number of guides available on the University website to provide more detailed support for those expected to manage or contribute to the course RiME processes:

- Module evaluation: a guide for course teams explaining module evaluation processes.

- Managing course committee meetings: a guide for managers and administrators responsible for course committee meetings, including guidance on the reporting of course data and feedback.

- Student representation at course committees: a guide mainly focussed on the role and contributions expected from student representatives at course committees.

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Also of note, the [Student Representation Code of Practice](#) sets out how student representatives are elected and supported for their role.

**Course Team and Course Committee Membership**



**Course Leader**: Manages the course and course team meetings

**Academics** who contribute to course delivery

Technicians/ lab staff / ...

**Course Team**

**Course Administrator**: Minutes the meeting

All Members of

Records the minutes

**Chair of committee**: Manager with overall responsibility for the course

Course Committee

**Student Representatives**: Students from each cohort on the course, usually elected by their fellow students

**Invited Representatives**:
Could include:
Employer
Professional Body
Library

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**Considering course performance data**

The use of evidence that indicates the effectiveness of course provision is central to the RiME processes. There will normally be a course committee at around the mid-point of each delivery session (typically two a year, one at the middle of each semester) which receives reviews of specific sets of data. This is explored below as suited to a typical course delivered in two semesters, and further illustrated in the diagram on page 6.

➢ **Autumn course committee:** This course committee will usually take place around November and will consider:

  – *The closure of the previous year.* The course team should report and reflect on the previous semester's module delivery, including module results and module feedback from students, the final retention and achievement data, NSS, UoSSS, ESFA survey results for apprenticeship provision, external examiner's reports and key themes arising from module evaluations. The resultant changes and enhancements to provision adopted for the current academic year at course and module levels will be reported, and ongoing issues should be identified and appropriate actions planned with clear performance indicators.

  – *The beginning of the current academic year.* The induction survey and recruitment data should be reported and reflected upon.

➢ **Spring course committee:** This meeting, which is normally scheduled in March or April, should receive a review of the first semester's module delivery, including module results, module feedback from students, key themes arising from module evaluations, student profile data and attrition data.

Course committee minutes should clearly record the considerations made when data and reports are considered.
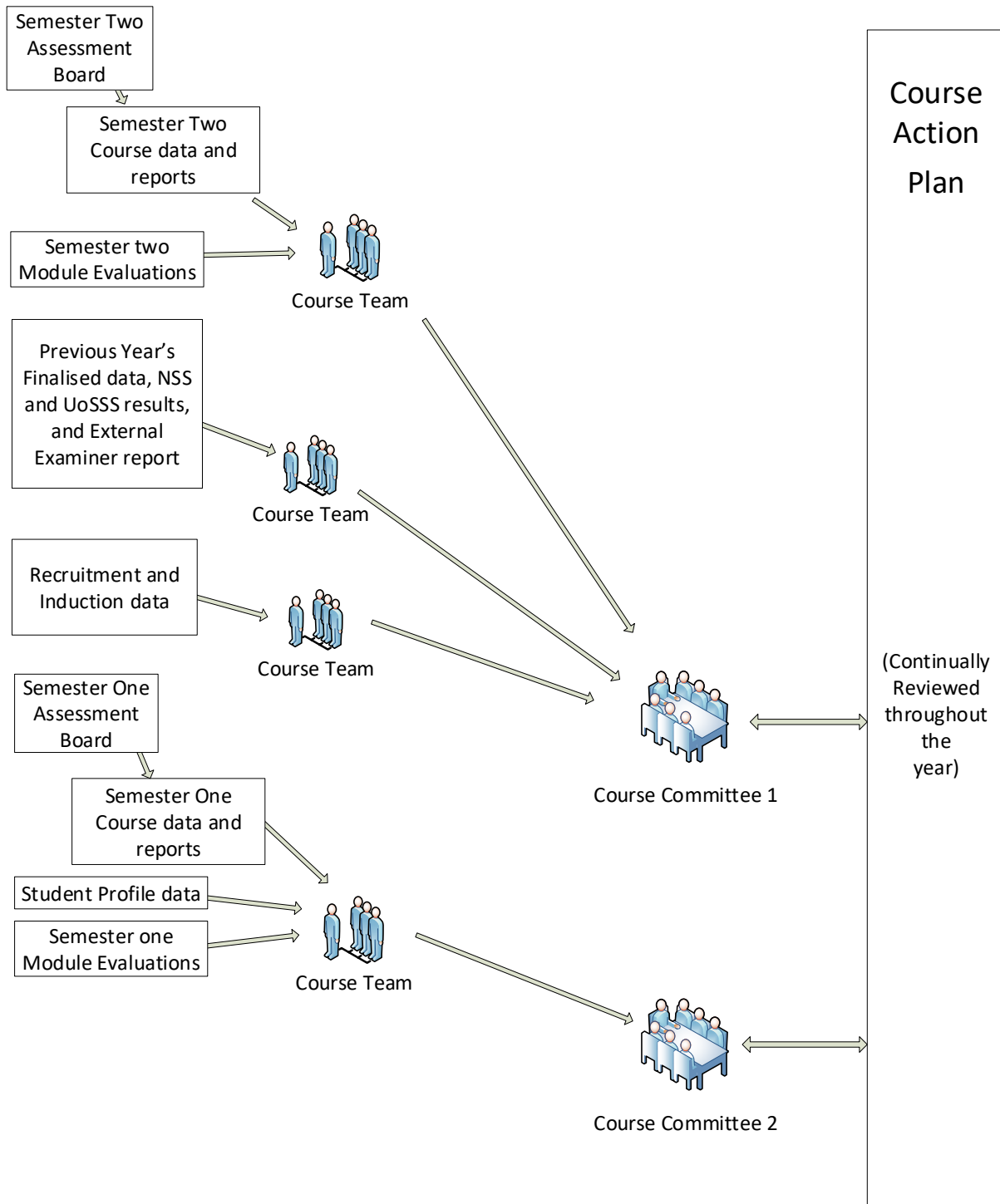
Course committee agenda templates are maintained by Registry Services.


**Further documentation**

In addition to the course committee guidance documentation noted above, there are a number of Course Data Fact Sheets on the University website which provide student representatives with an explanation of the data reports they are asked to consider:

- University of Suffolk internal student survey

- National Student Survey (NSS)

- Graduate destination data

- Student retention and achievement data

# Enabling the Course Committee to Monitor and Review Course Provision



Semester Two Assessment Board

Semester Two Course data and reports

Semester two Module Evaluations

Course Team

Previous Year's Finalised data, NSS and UoSSS results, and External Examiner report

Course Team

Recruitment and Induction data

Course Team

Semester One Assessment Board

Semester One Course data and reports

Student Profile data

Semester one Module Evaluations

Course Team

Course Committee 1

Course Committee 2

Course Action Plan

(Continually Reviewed throughout the year)

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**Centrally raised risk alerts – an explanation**

The monitoring of course provision is the responsibility of the course teams. The Quality Assurance and Enhancement team also monitors key performance indicators and, where appropriate, ensures that pertinent actions are being put in place. It is for this purpose that the University of Suffolk maintains a centrally initiated risk alert process. A pictorial depiction of the risk alert process as applied to a course is provided on page 8.

**Initiating risk alerts**

The Quality Assurance and Enhancement team will review KPIs in order to inform institutional strategic monitoring, planning and development. Benchmarks and other relevant indicators will be used to identify any risk factors at course, school or partner level and determine whether a risk alert should be issued to the relevant team and their managers.

**The audit process**

Where a risk alert is issued, the alerted team involved will consult with two 'critical friends' and students or their representatives to explore the possible causes and agree appropriate actions. Normally, one 'critical friend' will be a member of the same academic school or partner institution but not from the course team under consideration, and the other will be from the Quality Assurance and Enhancement team.

Audit consultations will occur in person, and the completion and agreement of a risk alert audit report form should evidence meaningful consideration and action planning.
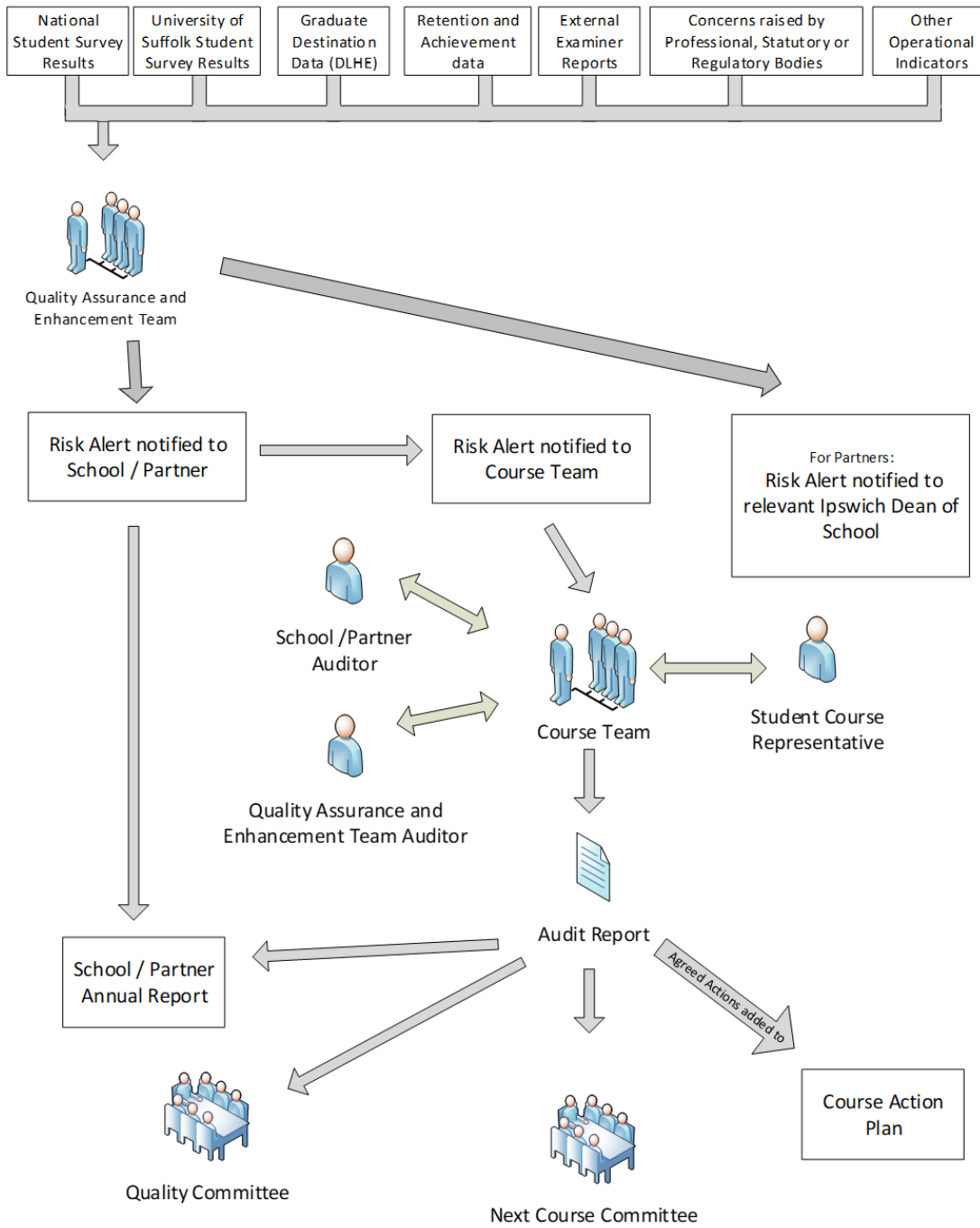
**Following the audit**

For risk alerts issued to courses, agreed actions will be monitored alongside all the other actions in the relevant course action plan by the course team and course committee. A summary will be reported to the next course committee, and in the annual school or partner RiME report. For risk alerts issued at school or partner level, the completion of the agreed actions will be monitored and reported through the School Academic Committee or partner equivalent.

**Further documentation**

The following two documents are provided through the University website:

- the risk alert process

- a template for risk alert audit reports.

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# Centrally Raised Risk Alert Process
## (for a course)

| National Student Survey Results | University of Suffolk Student Survey Results | Graduate Destination Data (DLHE) | Retention and Achievement data | External Examiner Reports | Concerns raised by Professional, Statutory or Regulatory Bodies | Other Operational Indicators |
|---|---|---|---|---|---|---|

Quality Assurance and Enhancement Team

Risk Alert notified to School / Partner

Risk Alert notified to Course Team

For Partners:
Risk Alert notified to relevant Ipswich Dean of School

School /Partner Auditor

Quality Assurance and Enhancement Team Auditor

Course Team

Student Course Representative

Audit Report

Agreed Actions added to

Course Action Plan

School / Partner Annual Report

Quality Committee

Next Course Committee

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## School and partner monitoring and review processes

Academic schools and partner institutions will monitor their provision. This monitoring activity will be a significant element of the School Academic Committee meetings (or partner equivalent), through which pertinent issues and trends will be reported and considered. These monitoring activities should maintain oversight of school and partner HE strategies and operational factors including:

- course planning and development
- learning, teaching and assessment strategies (at course and school / partner level, and within the context of the University's overarching strategy)
- learning resource provision and usage
- staffing and staff development
- quality assurance and monitoring
- opportunities for enhancement.

Cumulative annual review at school and partner level will take the form of a RiME review event and a RiME report.

## School and partner RiME events

Each academic school and partner institution will organise an annual RiME review event involving school / partner management, representatives from all course teams, student representatives, a representative from the Quality Assurance and Enhancement team (and the Partnerships team for partner provision) and external representatives. The event usually takes place early in the academic year, and will review all the course provision, identifying common themes and appropriate action.

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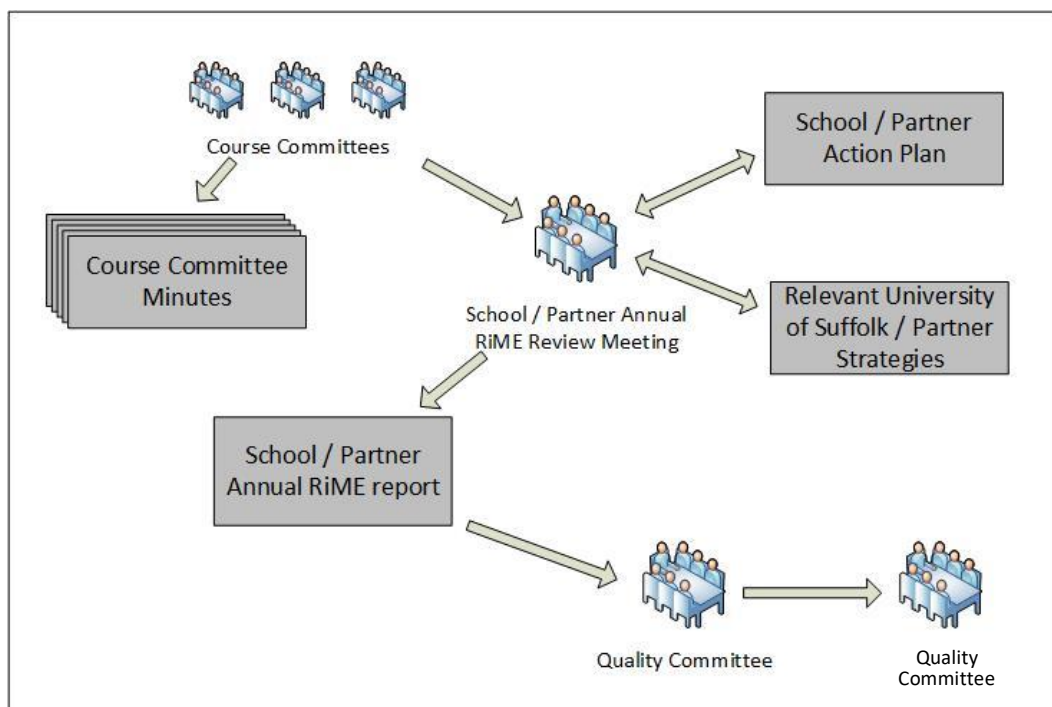
**School and partner RiME reports**

The school or partner annual RiME report will require the inclusion of the following content:

a) note of key developments in school / partner provision during the year (i.e. new courses introduced, approved or planned; significant changes to course provision; closure of courses)

b) a review of last year's action plan

c) a summary of key findings and resulting actions from risk alerts

d) an annual review of equality and diversity data and activity

e) a summary of learning, teaching and assessment developments

f) a summary of student engagement activity and outcomes

g) a note of key resource developments through the year

h) a note of significant research and scholarly activity

i) a review of staff development activity and plans

j) a current action plan.

A template that includes school or partner data reports is distributed in September following the completion of the assessment processes of the year being reported on.

Where partner provision is confined to a single course or group of cognate courses under the oversight of a single course committee, a separate RiME event and RiME report is not required and a [course level annual monitoring report](#) will suffice.

**Detailed guidance and further documentation**

In support of the preparation for school and partner RiME events and the subsequent completion of the annual RiME report, a [guide](#) is available on the University website. A bespoke template for the school and partner RiME reports is provided to the relevant school or partner each year by the Quality Assurance and Enhancement team.

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