

Manchester Metropolitan University

Actions arising from Chair of ADC's AME Report to Academic Board on the findings of the 2007/08 Annual Monitoring Exercise:

Updated 23 July 2008

LEAD MONITORING RESPONSIBILITY IN BOLD; actions to feed in to committee business planning cycle

1. Summary of the outcomes of the Annual Monitoring Exercise

Identified Action	Responsibility	Timescale	Priority status
1. Extend range of central student-facing services required to submit a report as part of AME process, and reconsider what information is requested from Faculties and whether/how it is used to enhance provision (See also 10.1 and 10.6)	CASQE	2008/09	Medium

2. Issues highlighted in the Students' Union and central service provider reports

Identified Action	Responsibility	Timescale	Priority status
2.1.1 Increase focus on pre-enrolment support, in particular for international students	Student Services MMU International ADC and Sub-committees.	2008/09	High
2.1.2 Reinstate Access to Learning Fund working group	Registry	2008/09	High
2.1.3 Further studies to review and reform the feedback mechanism (See also 10.15)	Student Voice Project /Students' Union ADC and Sub-committees	2008/09	Medium
2.1.4 Full review of traditional personal tutor system	Retention & Student Success Project ADC & Sub-committees	2008/09	Medium

2.2.1 Extend online enrolment	Student Services/ PMI	2008/09	High
2.2.2 Further development of SIPs	Student Services	2008/09	High
2.2.3 Development of Agresso assessment model	PMI	2008/09	High
2.4 Co-ordination of work of ProMPT and CaReS	Director of Services	2008/09	Medium
2.5 Develop and extend current attendance and monitoring systems	Student Services supported by ICTS	2008/09	Medium
2.6 Develop current systems of evaluation of MLE project	CeLT	2008/09	Medium

3. Matters of institutional significance

Identified Action	Responsibility	Timescale	Priority status
3.1.2 Clarification of procedures relating to identification and dissemination of good practice via AME documentation (See also 10.2)	CASQE ADC and Sub-committees	2008/09	High
3.1.3 Revise procedures to ensure robustness of scrutiny of programme logs (See also 10.9)	CASQE ADC and Sub-committees, FADCs	2008/09	High
3.1.4 Improve guidance relating to reporting of actions taken in relation to action plans	CASQE	2008/09	High
3.1.5, 3.1.6, 3.1.7 3.1.8 Improve PPIs and provision of guidance and adjust the schedule for AME to enable consideration of PPI data (See also 10.3, 10.4, 10.5 and 10.8)	PMI CASQE ADC and Sub-committees, FADCs	2008/09	High

3.1.9 Clarification of relationship between critical success factors/corporate objectives in action planning	CASQE	2008/09	High
3.1.11 Provision of advice on scrutiny of non-credit bearing programmes and development of mechanisms to enable accreditation of short courses (See also 10.10 and 10.11)	CASQE ADC and Sub-committees, FADCs, FQOs	2008/09	High
3.1.12, 3.1.13, 3.1.14 Ensure feedback following AME process is made more overtly available (See also 10.7)	CASQE ADC and Sub-committees, FADCs	2008/09	High
3.2 Estate strategy: long term plans in place, but urgent consideration needed to ensure faculties have in place monitoring processes to assess the potential impact of medium term disruption to the quality of the student learning experience (See also 10.13)	Director of Facilities FEGs FADCs ADC and Sub-committees.	2008/10	Medium
3.3 Provision of guidance and training for Faculty QE teams on PARM/AME procedures	CASQE	2008/09	High
3.5 Clarification of procedures for monitoring enterprise activity (See also 10.12)	RED BDMs FRECs	2008/09	Medium

4 Trends and/or generic themes

Identified Action	Responsibility	Timescale	Priority status
4.1 Continue to explore and address variety in retention rates across faculties and programmes and ensure recommendations from the VC's projects relating to retention and employability are addressed (See also 10.14)	Student Success Project Faculty Retention Working Groups ADC and Sub-committees.	2008/09	High
4.2 More robust and consistent mechanisms for capturing student voice (See also 10.18)	Student Voice Project	2008/09	High

5 Institutional-level commentary on the findings of external examiners' reports

Identified Action	Responsibility	Timescale	Priority status
5.2 Good practice identified by external examiners in the assessment of candidates at examination and assessment level to be developed following consultation with the Registrar (See also 10.16)	CASQE	2008/9	Medium
5.3 Ensure clear guidance available on internal moderating processes	CASQE, Faculties (programme leaders) FQOs	2008/09	High
5.4 Ensure consistent treatment of students with extenuating circumstances affecting performance	Student Services Faculty & Campus SAS ADC and Sub-committees, FADCs	2008/09	High

6 Collaborative Provision

Identified Action	Responsibility	Timescale	Priority status
6.2 Strengthen and develop clearer progression routes from collaborative partners	CPO in liaison with PMI FEGs	2008/09	High

7. Effectiveness of student voice in quality management

Identified Action	Responsibility	Timescale	Priority status
7.1, 7.2 Continue to highlight the significance of issues arising from NSS and student feedback in AME (See also 10.17)	CASQE FADCs ADC and Sub-committees	2008/09	High

8 Key examples of good practice to be evaluated and disseminated

Identified Action	Responsibility	Timescale	Priority status
8.2 Collaboration with Students' Union at Visit Days	Recruitment and Admissions, Faculties and Students' Union	2008/10	Medium
8.6, 8.7 Annual briefing/de-briefing workshops on AME and regular programme leaders' meetings offering training in quality processes	Faculties FADCs	2008/09	Medium
8.9 Electronic storage of programme logs developed in HLSS	CASQE with HLSS	2008/09	Low
8.10, 8.11, 8.12 Development of WebCT Vista and podcasting across the University	MLE project and CeLT ADC and Sub-committee, FADCs	2008/10	Medium

9 Additional issues raised at ASQSC Plenary Session

Identified issues for consideration	Responsibility	Timescale	Priority status
9.2 Guidance concerning drafting of realistic and achievable action plans to be formulated as part of AME process	CASQE ADC and Sub-committees	2008/09	High
9.7 Increased collaboration between central student-facing service providers and faculties when drafting reports as part of AME process	Faculties and central student-facing service providers	2008/09	High
9.11 Evaluate and review consistency of student learning experience across University	CASQE and CeLT ADC and Sub-committees	2008/09	High
9.12 Need to further embed support for, and adopt a more uniform approach to, PDP	CeLT ADC and Sub-committees	2008/09	Medium
9.13 Continue to enhance and develop training in quality management offered by CASQE to support academic and administrative staff	CASQE	2008/10	Medium