ARTS
UNIVERSITY
BOURNEMOUTH

Preparation for Higher Education

Quality Assurance Handbook

Approved September 2019

If you would like this handbook in an alternative format, please contact the Quality Office

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Introduction

The University Quality Assurance (QA) Handbook for Preparation for Higher Education (PrepHE) is designed to provide a central point of reference for all staff to assist with understanding, development and implementation of our QA and working processes.

The University welcomes feedback on its internal publications. Comments on the value of the Handbook, and suggestions for its improvement, should be sent to the Deputy Vice Chancellor or the University Secretary.

Professor Emma Hunt
Deputy Vice Chancellor

SECTION 1

Quality Assurance

University quality assurance framework

1. **The Purpose and Process of Quality Assurance (QA) and Quality Enhancement (QE)**

1.1   The University has systems in place to assure, review and develop as needed the quality of its work; these relate to both the academic provision and all the non-teaching areas which support this provision.

1.2   The process for the academic provision is based on annual monitoring of individual courses which feed into an academic Head of School's report and in turn the University self-assessment report (SAR) covering its Preparation for Higher Education (PrepHE) work. These then go to Learning, Teaching and Quality Committee and then to Academic Board and Governors.

2. **The Purpose of Quality Assurance**

2.1   The University is responsible for assuring itself and its stakeholders that the quality and standards of all its provision at higher and further education is:

- appropriate to the level of the named award;
- supportive of the University's mission and strategic aims; and
- comparable to other similar provision and awards on offer elsewhere across the country.

2.2   To ensure that these aims are achieved, the University has established a quality assurance framework that allows the University, through its Academic Board and other management structures, to consider the nature and appropriateness of current and prospective provision in a self-reflective, evaluative and on-going basis. This approach is enhanced by seeking the views of the academics involved in providing PrepHE provision, the students who participate on courses and external examiners and moderators including practitioners who are able to provide a national perspective on academic standards and best practice.

2.3   The objective is that it would not only assure comparability but will lead to improvement.

3. **Methods of Assuring Quality**

3.1   The University has established five formal methods of assuring and securing the quality and standards of its provision. These are through its:

- Academic Committee Structure;
- Annual PrepHE Self-Assessment Report;
- Internal Verification;
- External Verification Arrangements.
- Peer Observation Scheme

3.2   The policies, procedures and guidelines that support these formal methods of quality assurance are described in detail in this document. However, these only represent the University's formal measures. Academics, individually and through the work of their committees, provide the foundation on which all quality assurance and quality enhancement activities are based.

3.3   In addition to the internal mechanisms identified above, the University is also subject to quality review through its external funding and validation bodies, i.e. QAA, Ofsted,

University of the Arts London Awarding Body (UALAB), Skills and Education Group (ABC Awards), and the Education Funding Agency (EFA), and the Skills Funding Agency (SFA).

4. **<u>Student Views</u>**

4.1 The views of our students are integral to our QA process and are included in the annual review process through the student evaluation system, the student perception survey (SPS).

5. **<u>Supporting Documentation</u>**

5.1 Additional documentation produced and provided to assure quality includes:

- UALAB Regulations for the Diploma in Art and Design Foundation Studies
- ABC Regulations for Centre Approval and Guidance on Assessment
- Definitive course files
- Course Handbooks
- Unit Handbooks
- University policies and procedures – those relevant to the PrepHE provision are included or referenced in this handbook and/or the student handbook.
- University forms and templates e.g. for lesson planning, lesson observation – those relevant to the PrepHE provision are included in this handbook.

Preparation for HE Quality Policy

1   **Introduction**

1.1   This policy updates the initial policy of 1994, building upon the principles of that policy, the experience of its operation and the observations of external peers from higher and further education.

2   **Principles**

2.1   This policy is based on the Arts University Bournemouth's mission, which is to be a leading professional arts university dedicated to creative education and career success. These identify a strong sense of purpose for all who engage with AUB either as a student, staff member or as an external partner. The collective ambition of AUB ensures that we will continue to be recognised as a leading professional arts university delivering an academic agenda through our shared values of innovation, collaboration ad connectedness.

      In its pursuit of excellence, the University seeks to maintain an effective environment in which originality and the acquisition of skills and knowledge are directed towards the production of creative work and the realisation of each student's potential.

2.2   The ideas which underpin the Mission are based upon principles for a University which:

- Is innovative in teaching and curriculum design

- Provides an inspirational teaching and learning environment

- Offers all-through provision where students develop the professional capabilities aligned to working in the creative industries

- Enhances the range of curriculum opportunities in the region and specialist sector while supporting Widening Participation objectives

- Strengthens research and postgraduate education

- Offers a supportive, collaborative and collegiate working environment

- Aspires to be a responsive and pioneering arts university

- Offers high quality vocational education in support of the creative industries

2.3   These statements explicitly establish quality as a key determinant of the success of the University and the experience of studying and working at AUB. Quality and its incremental improvement are therefore intrinsic both to the strategic planning process and the day-to-day operation of all aspects of the University.

2.4   The Arts University Bournemouth's concept of quality assurance (QA) aims at providing an improving service to its students and any other associated 'customers', such as the funding bodies, parents, employers, external clients, and the local community.

2.5   Consequently, academic and service areas will follow a parallel process for annual monitoring and review, leading in all cases to an annual action plan for courses/services and an overall self-assessment for each Directorate area within the University.

2.6   The QA and quality enhancement (QE) process of the University sees the importance
        of the student experience as central to the endeavour, with a parallel commitment to
        identifying appropriate measures to judge quality enhancement.

2.7   As far as possible, the system should acknowledge individual course and service
        differences and have as light a touch as possible in terms of administrative load as the
        system must be maintained by a relatively small proportion of full-time staff. Thus, our
        system aims to be:

        - student centred
        - owned and developed by the University
        - based on critical reflection, evaluation and open debate
        - able to identify and share good practice
        - capable of annual improvement and development
        - as unbureaucratic as is possible, whilst meeting the needs of our external funding
          and monitoring bodies

2.8   Every member of staff is expected to uphold the policy and act within its spirit. Every
        colleague carries a personal responsibility for ensuring that customers receive a quality
        of service commensurate with the published standards.

2.9   The University's Equality and Diversity Plan 2015-2020 underpins all quality systems
        and improvement processes.

2.10   The responsibility for implementing the QA process to bring about incremental quality
        enhancement is the responsibility of all University staff, led and co-ordinated by the
        Deputy Vice Chancellor through the University Leadership Team.

2.11   The basis methodology for ensuring the quality of our provision entails operational
        teams setting standards and targets, critically reviewing performance in relation to the
        standards and targets to which they are working, reviewing the appropriateness of the
        standards to the needs of the customer and identifying actions that will improve the
        effectiveness of the area of work. The reviews will be based upon evidence and will
        result in periodic, normally annual, written reports.

2.12   The process of quality assurance will therefore include the collection of evidence. The
        evidence will be such as to enable reasoned judgements to be made about the
        effectiveness of the University, or specific parts of it, in:

        - achieving the declared standards; and
        - satisfying the students/customers

        To achieve this, the quality systems will include mechanisms for consulting students
        and other customers regularly and systematically to obtain their views about the
        service received, its perceived quality and their priorities for improving standards. All
        aspects of the operation of the University will be covered.

2.13   To enable customers to judge whether the University services meet their requirements,
        full and accurate information about the University, communicated in plain language, will
        be made readily available. Such documents will state the commitment of the University
        to its various client groups and the expectations that the University has of its students.

2.14   A complaints procedure which is widely publicised, explained in simple language and
        easy to invoke will be an integral part of the QA system. Complaints will be monitored
        centrally, reports will be produced at intervals and the effectiveness of the procedure
        will be evaluated. The purpose of the complaints procedure will be:

- to enable customers to bring grievances to the attention of the University and thereby to seek redress where appropriate; and
- to enable the University to learn from the experiences of its customers and thereby to improve quality.

2.15   Complementary to the complaints procedure will be opportunity for students/customers to:

- record their satisfaction with, and compliment the service area concerned for, any aspect of their experience at the University which gives them particular satisfaction; and

- make suggestions for the improvement of the service the University provides in any aspect of its operation.

The purpose is to identify good practice and encourage its adoption wherever appropriate.

2.16   Data produced from the QA and quality enhancement (QE) process will be reported to the appropriate University validating and awarding bodies and funding bodies. As far as possible, duplication of data and documentation will be avoided.

3   **Operation**

3.1   The Deputy Vice Chancellor, as Chair of the Learning, Teaching and Quality Committee, will report to the Principal and Vice-Chancellor, as Chair of Academic Board, and then to the University Governing Body on the QA and QE policy, procedures and annual outcomes. Such reports will also be made available to the YPLA and SFA and relevant external validating, awarding and funding bodies.

3.2   Learning, Teaching and Quality Committee will advise Academic Board on all matters of QA and QE and oversee course and service review and evaluation.

3.3   The School for PrepHE prepares an annual self-assessment report (SAR). This process:

3.3.1   includes the summative collection of students' views through the SPS process, and the views of other external clients.

3.3.2   will report student and other user's views through the establishment of quality circles or students focus groups, to reflect our service provision and standards.

3.3.3   will explicitly refer to appropriate national performance data and University performance against them

3.4   The Head of School will prepare an annual self-assessment report, and will summarise their area of work and offer an annual action plan for improvement.

3.5   The PrepHE SAR will be presented to the autumn meeting of the Learning, Teaching and Quality Committee.

3.6   The Deputy Vice Chancellor will summarise the Head of School's report and the PrepHE SAR on behalf of the Learning, Teaching and Quality Committee for Academic Board and appropriate external awarding and validating bodies and the Governing Body.

3.7   Working with relevant PrepHE staff an overall AUB SAR will then be produced, with an associated development plan.

3.8   The formal QA and QE procedures operate through School Boards to Learning, Teaching and Quality, and thence to Academic Board.

3.9   Each course/pathway team will produce an annual SAR report which will include:

- a commentary on the implementation of the previous year's action plan;

- a summary of evidence relating to the operation of the course since the last report;

- issues arising from the evidence and a critical evaluation of the operation of the course;

- an action plan for the forthcoming year, prioritised and with timeframes and responsibilities indicated;

- a list of standards that define the quality of the course against which it will evaluate its operation the following year.

3.10   The process and structures described above enable all staff to be involved with quality standards and improvement and self-assessment. The responsibility for ensuring the processes are completed is described in Section 4.

4   **Responsibilities**

4.1   To be fully effective, the quality enhancement policy must engage all participants in University activities, students and staff. The expectations that the University has of its students are set out in the Student Charter. Students will also play an important role in providing evidence of satisfaction, or otherwise, with the services provided by the University.

4.2   The Deputy Vice Chancellor is responsible for the overall operation of the quality assurance and improvement procedures.

4.3   The Head of School for PrepHE is responsible for the management and collation of the School of PrepHE SAR data.

4.4   The University Students' Union is involved in the process through their work in the SPS data collection process, student membership at Course Partnership Groups and School Boards and Students' Union and membership to the Learning, Teaching and Quality Committee.

Approval of new courses/blocks of learning

1.   If you wish to deliver a new course or block of learning, any application must first be considered by the Academic Planning Group. This would include any significant change of curriculum or level of award with courses currently being delivered.

Process for approving blocks of learning which fall outside the UK credit framework

1.   The following sets out the process for the approval of blocks of learning, some of which may be substantial, which fall outside the UK credit framework. This may be because they are at Level 2 or 3; or because they are not designed to meet credit requirements (because they have no formal assessment, or because the outcomes are not designated at a specific Level or volume).

2.   The proposer should complete a brief proposal form, which is available on the Intranet, that provides information about the following:

Key information
This should include:
- Course title;
- Mode of attendance;
- Length of course (in weeks);
- Start date / end date;
- Course lead (this may be different to the person who delivers the course);
- Resource requirements (including staffing and rooms)
- How completion will be recognised (if progression to further study at AUB, how this will be managed);
- Fee information;
- University team responsible for delivery.

Course overview
This should include:
Course summary
Any pre-requisites to the course (e.g. English language skills)
Scheme of work
Resumé or CV of tutor.

Approval information
This should include:
- Is the course accredited by an external body?
- Does the course anticipate independent study time?
- Will the course include formal assessment (i.e., is it "passed")?
- Will the course include English language provision?
- Does the course include any trips and if so, are these compulsory or optional?
- Does the course require 50 or more hours of contact?

If the answer to ALL the above questions is **no**, the simple approval process (as below) should be followed. If the answer to ANY of the above questions is **yes**, the formal process must be followed.

3.   Simple approval process

3.1   If the answer to all of the approval questions is no, the proposal can be signed off by a Dean or the Deputy Vice Chancellor. The course must have received approval at least one month before its start-date, and in all circumstances before any publicity material is released. Approval will be reported to the next meeting of the Academic Planning Group for information.

4.   <u>Formal approval process</u>

4.1   Any proposal for a course which involves more extensive or complex learning, or is accredited by an external body, must be forwarded to the University Secretary. In most cases, these proposals will be forwarded to the Academic Planning Group for consideration (which may require additional information), but there may be occasions where alternative arrangements would be more appropriate. The University Secretary will determine the process based on the level of risk which the proposal represents to the institution.

PrepHE quality assurance system for UALAB/AUB courses

1. As a HEI our point of contact at UALAB is the Quality Manager.

2. The Foundation programme is validated by the new University of the Arts, London awarding body. The processes and procedures follow UALAB/AUB regulations for quality assurance systems.

3. UALAB Lead Moderators and their team will visit AUB once an academic year, normally at the end of the year, and moderate the final unit for the year of study.

4. A formal written report from the UALAB Lead Moderator will confirm the standards for the course.

External quality review process for PrepHE at the AUB (QAA and Ofsted)

1.   Introduction

1.1   In common with all publicly-funded education institutions, the AUB is required to make public each year the outcomes of its processes of QA, to its Governing Body and, in the case of the HE courses, to our validating HEI.

1.2   Additionally, Ofsted on behalf of the Education Funding Agency (EFA) (who fund our PrepHE work) and the QAA (on behalf of the HEFCE, who fund our HE work) are responsible for a programme of external visits to review the QA policy, processes and outcomes of the AUB. The following sections describe in more detail the external PrepHE process.

2   External Review of PrepHE by Ofsted

2.1   Although the AUB is an HEI, our funded PrepHE work is still subject to external review – known in this instance as Inspection – by the Office for Standards in Education (Ofsted). Their system is based on the principles derived from experience in school inspections and PrepHE inspections and from September 2019 a new process will be introduced (see Further Education and skills handbook https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/822103/Further_education_and_skills_handbook_July_2019.pdf

2.2   The process focuses heavily on the review of the learner and the quality of the teaching and learning delivered, associated with the extent to which an institution meets, does not meet or exceeds national benchmark figures in terms of student retention (progression) and achievement.

2.3   Inspectors will make overall judgements on the:

- Quality of education

- Behaviour and attitudes

- Personal development

- Leadership and management

2.4   The process for preparation includes:

2.4.1 the development and continuation of a rigorous process of lesson observation

2.4.2 clear consideration of retention and achievement data by the Head of School and the PrepHE management team and course teams with associated targets for monitoring or improving standards;

2.4.3 the annual production of the University Self-Assessment Review (SAR) with a clear analysis of strengths and areas for improvement, with associated targets;

2.4.4 the production of a costed Development and Action Plan to improve PrepHE.

SECTION 2

The Committee Structure of the University

<u>**The Committee Structure of the University**</u>

1.   <u>What is a committee?</u>

1.1   A Committee is simply a representative group of staff gathered together by the University to advise or agree on a particular issue or set of issues. Rather than continually calling ad hoc meetings to consider one issue, the University, in common with most organisations, has agreed some broad areas of business, and has agreed the representative group of staff who are relevant to consideration of these broad areas. What committees do (and do not do) is determined by their remit and constitution. A committee's constitution should ensure that the full range of relevant expertise is available to consider the issues it considers; and nobody should be on the committee who is not relevant to these discussions.

2.   <u>Purpose of committee structure</u>

2.1   The Arts University Bournemouth acknowledges the importance of a shared ownership of its academic values and intentions. The deliberative committee structure, under the ultimate authority of the Academic Board, sets the strategic aims of the University in relation to its academic offer, and provides the means through which the community confirms the principles, approach and practices which govern its academic work. It is a feature of deliberative committees that each member holds one vote, which is used in a simple democratic forum.

2.2   Academic committees consider, confirm and monitor policies, procedures and regulations in support of these aims, and respond to national, regional and local priorities and initiatives. They respond to (and on occasion commission) external and internal reviews of activity, and approve and subsequently monitor any actions arising. The terms of reference and constitution of all academic committees are formally approved by Academic Board.

2.3   The University acknowledges the close links between the academic and executive structures, noting that the executive works to deliver an organisational structure and culture which supports academic priorities, and values academic freedom. It also ensures that the University meets its obligations as an organisation in receipt of public funds, in respect of legislation (such as relating to equalities, employment law or health and safety); and in respect of policy objectives as determined by the Government or the relevant funding bodies.

2.4   The management committee structure is organised along similar principles to the academic, but differs in that the committee is advisory to the Chair, who holds responsibility on behalf of the University for ensuring that advice from relevant experts, and representative staff members, is taken into account in determining decisions.

2.5   Communications between committees is usually through formal reporting (for instance, each committee sends a report to its parent committee). Communication with other members of the University is affected through the publication of a brief summary of the outcomes of each meeting via email and the publication of the full minutes via the intranet site. Managers might also feedback as appropriate to their teams. Where appropriate, committees will send reports or recommendations to other committees (for instance, a new course proposal will be forwarded to Learning, Teaching and Quality Committee).

3.   Committee membership

3.1   Each Chair will nominate a Deputy from among the members of the committee to take the chair in their place in the event that they are indisposed for a specific meeting. All deputies will be approved by the Chair of Academic Board at the start of each academic year.

3.2   Ex Officio members are members by virtue of their post and therefore cease to be members on vacating the post unless they are also nominated under another category. There is no maximum period of office for ex officio members. Where an ex officio member is unable to attend a meeting, they may nominate an alternate to attend in their place.

3.3   Nominated members are those who are nominated as stipulated in the constitution, usually by a member of the University Leadership Team. The Chair may review nominations to ensure that overall representation is balanced (both in terms of experience, and in terms of equalities considerations such as gender and age). The term of office for nominated members is three years, with a maximum of two successive terms (i.e. six years in total). No nominated member may serve for more than two terms in this capacity.

3.4   If a nominated member is unable to attend a meeting, the nominator may, at their discretion, nominate an alternate for that meeting.

3.5   Elected members are those who are elected as stipulated in the constitution, to act as a representative of their constituency. The term of office for elected members is three years, with a maximum of two successive terms (i.e. six years in total). No elected member may serve for more than two terms. Elected members may not send an alternate if they are unable to attend.

3.6   Any nominated or elected member who has attended fewer than 75% of the meetings of any committee during one academic year will normally be deemed to have resigned from the committee.

3.7   The committee secretary is not a member of the committee, unless expressly included in the constitution.

3.8   Many committees offer the Chair the opportunity to co-opt members. Co-option should be used where, in the view of the Chair, relevant expertise is available which is not covered by the existing membership. Co-options are used sparingly, and should only be made where necessary. Co-opted members serve for one year, but may be re-appointed. However, if the Chair considers that successive co-options are required, the normal expectation would be that the committee constitution is reviewed, to consider whether this expertise should be included as a full member in future.

3.9   Other relevant staff may be invited to attend a committee as an observer, either for individual items or for the whole meeting. With the agreement of the Chair, an observer may present a paper and / or engage in committee discussion, but will not be permitted to vote.

3.10 The role of observer may also be used as a form of staff development for staff who are new to higher education, or who lack committee experience. In these instances, the observer will not contribute to committee discussions.

4.   Standing orders for committees

4.1   Meetings where no quorum is established

4.1.1   The "quorum" for a committee is the minimum number of members required for the committee to take place. For all committees at the University, quorum comprises more than 50% of the membership (including the Chair and any co-opted members, but not including any observers or the Secretary, unless they are a member, *see 3.7 above*). In addition, quorum is not established if neither the Chair nor Deputy Chair is present.

4.1.2   When insufficient members are present to establish a quorum, the Chair may take one of the following courses of action:

- postpone the meeting
- continue with the meeting, making provisional decisions which will be presented to the next meeting for ratification (the record of such meetings will be Notes, rather than Minutes)
- take advice from those members present, and take Chair's action to expedite urgent business.

4.2   Papers and minutes

4.2.1   The agenda and papers for meetings should be distributed one week in advance of the meeting. A second circulation of "late papers" may be made, although this will be kept to a minimum. Only in exceptional circumstances will tabled papers be acceptable. The Committee Secretary will call for papers in good time in advance of the meeting.

4.2.2   Draft minutes should be presented to the Chair for approval within one week of the meeting. When approved by the Chair, they should immediately be circulated to all members of the committee. These minutes should be clearly marked as 'Unconfirmed'. Minutes are "Confirmed" once they are approved by the next meeting of the committee.

4.2.3   The Secretary will maintain a list of actions, and ensure that these are notified to relevant staff in order that the necessary action can be progressed.

4.2.4   Minutes of sub-committees should be received by the parent committee at its subsequent meeting. These minutes should be clearly marked as 'Confirmed' or 'Unconfirmed'.

5.   Terms of reference of academic committees

5.1   The terms of reference of academic committees are set out on the intranet, together with the constitution. The following academic committees are established:

Academic Board
Academic Board is the senior academic committee of the University. It holds ultimate responsibility for all academic activities of the University, including admissions; quality assurance; research; and partnerships leading to an award of the University.

Learning, Teaching and Quality Committee (LTQ)
LTQ holds delegated responsibility for the oversight and evaluation of the student learning experience, including the quality management infrastructure for all courses

leading to an award of the University, whether delivered by the University or by a collaborative partner.

Equalities Committee
Equalities Committee is the representative body which reviews the University's policies, processes and performance in relation to all equalities issues (including, but not limited to, matters of legal compliance). It is responsible for developing and monitoring the Equalities Plan, and also for reviewing performance in widening participation activity.

Research and Knowledge Transfer Committee (RKT)
The Research and Knowledge Transfer Committee has oversight of all research and knowledge transfer activity at the University. It agrees the strategic direction for RKT, and monitors the implementation of plans, polices and processes; and leads the AUB response to national research quality exercises.

Progression and Awards Board
The Progression and Awards Board is the body which determines student progression to subsequent levels of a course; and makes decisions about final awards. This is for all awards of the Arts University Bournemouth, including those delivered at partner colleges.

School Board
The School Board has responsibility for the academic security of all awards within the school, including the outcomes of any review processes. It may consider future academic developments, as well as the implementation of academic policy

Research Degrees Committee (RDC)
The Research Degrees Committee has oversight of the University's research degree programme. It confirms that research degree proposals conform to the University of the Arts London's Research Degree Regulations. It considers student applications for progression at each point specified by UAL, to ensure that student applications have the best chance of success. It also retains oversight of training for both research degree students and supervisors, and ensures that supervisory arrangements are effective.

Research Ethics Committee (REC)
The purpose of the Research Ethics Committee is to review any staff or student research projects which are referred to it, and ensure that ethical guidelines are followed and that appropriate arrangements are in place for any activity which may carry ethical risk.

Course Partnership Group
This meeting has no formal agenda, but is an open meeting between the Course Leader and all student course representatives to discuss any issues arising in relation to the student experience.

SECTION 3

Course Delivery and Management

PrepHE course handbooks guidance and standard contents list for courses validation by UAL

A standard format for all PrepHE courses has been developed to ensure students receive standard AUB information and the key data about their course produced by UALAB.

The standard contents list for the Handbook follows:

CONTENTS

Introduction

Course Calendar **– (*Please insert all relevant course dates for your course)***

Helpful Information

Your Course and Qualification- *(Using the text as a framework, please enter your course title and the relevant text/course aims from your course specification)*

Course Structure & Unit Table**– (Use this text as standard but change your course title in Line 1 + enter your course title in the table and the units that will be delivered i.e. Units 1 – 8 and (refer to your course specification) whichever specialist units that you are planning to deliver**

Teaching and Learning
Assessment

Course Management
University Leadership Team
Library and Learning Resource Centre

The Course Units

PrepHE Project Brief Form
PrepHE Assessment Record Form
PrepHE Tutorial Record Form

Best practice in teaching and learning guidance

The Arts University Bournemouth is proud of the excellence of its teaching and learning and strives to provide through this the best quality of student experience. In order to maintain our standards we embrace best practice in teaching and learning and follow certain key principles to ensure this:

- use an inclusive approach to teaching and learning – this means you plan courses and teach and assess students in a way which is meaningful, relevant and accessible to all

- base your teaching on an effective and comprehensive initial assessment of individual needs and thus design effective learning programmes that maximise opportunities for student learning

- plan your sessions clearly with aims and learning outcomes explained to students and directly related to your overall schemes of work

- design learning outcomes that are suitable to your students' learning styles and provide rigorous whilst sympathetic assessment activities coupled with reasoned feedback to your students in the form of tutorials

- recognise studio practice as central to student learning coupled with a fully integrated contextual and theoretical base

- support experiential learning as your main teaching method and endeavour to lead students to develop evaluative practice

- strive to develop independent learners and be responsive to diversity, being sensitive to difference and embracing widening participation

- manage the learning environment carefully to enable the maximum opportunity for learning and the support of your students

- strive to maintain an emphasis on reflective practice and your development as a reflective practitioner

- welcome a dialogue with your students by regular tutorial support and the active encouragement of student feedback through student perception surveys and attendance at Subject Boards

- ensure currency by participating in our staff development programme and thus ensure that you are highly qualified and well trained

- provide high quality, accessible resources for your students utilising new technologies appropriately and being sensitive to student needs

- employ a variety of teaching methods to ensure maximum opportunities for learning and to maintain a vibrant and interested community of learners

- evaluate all your sessions in order to revise, refine and develop your practice

- always seek to enable your students to develop to their full potential and to gain pleasure from their learning

See also the University's Creative Learning Plan (available on the intranet).

Guidance to writing aims and objectives

Aims

Aims describe the purpose of the learning experience (or session). They give a general overview of what will be achieved if learning is successful.

Objectives

Objectives provide a detailed, step-by-step breakdown of the behaviour outlined in the aims. They describe in specific detail the outcomes of the learning, or the things the learner will be able to do when they have achieved the aims.

This example should help to clarify the use of the two different terms.

Aim
to enable the learner to repair a bicycle tyre, efficiently and safely.

Objective

at the end of the session the learner will be able to:

1. list and identify the tools and materials needed to mend a puncture
2. identify the different parts of the wheel, tyre and tube
3. deflate and remove the inner tube and tyre
4. locate and repair the puncture
5. reassemble and inflate the inner tube and tyre
6. describe and explain the special care required at each stage of the operation

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Setting out detailed objectives ensures that everyone is clear about what learning we intend to occur and how we can recognise it when it has occurred. In this way, objectives help us to:

*   establish what learning needs to take place
*   monitor how it is progressing
*   assess when it has been completed

Setting clear objectives also helps to remind us that the proper focus of learning is the changes it brings about in the learners – in other words, what matters is what the learners can do as a result of their learning.

It is important to note that while one aim of a session might be that the learners understand something, the objectives for the session will identify how they will demonstrate their understanding. Objectives tell us what someone can do as a result of their understanding; for example, they are able to explain, or describe, or list certain things.

Definitive course file policy and procedure

The Pathway Leader is required to maintain a current Course File, which is available to the course team and University managers, and is generally made up of digital files on the PrepHE server. The Course File is a reference for all staff contributing to the course and assures the maintenance and enhancement of the quality of the course delivery. The Pathway Leader ensures that the Course File is continuously updated and reviewed on an annual basis.

The Course File contains:

Course Handbook
Timetable(s)
Registers
Student Group Lists
Schemes of Work
Lesson Plans
Project Briefs
Handouts/Learning Materials

Course Calendar
Health and Safety Guidance
Tracking Records
Induction Materials
Educational Visits
Curriculum Planning minutes
Assessment Diary
Grading Scheme

Some of this information may be published in the Course Handbook and in the University Handbooks, which are held by all staff:

PrepHE Quality Assurance Handbook
Staff Handbook

In addition, the Head of School will maintain:

Internal Verification Schedule
Lesson Observation Schedule

Course outline/scheme of work guidance

All tutors and associate lecturers are required to provide the Pathway Leader with their Scheme of Work for each unit that they contribute to or are responsible for. If there is a designated lead tutor for the unit then they will have been involved in the planning of the Scheme of Work.

A Scheme of Work provides a synopsis of the teaching, learning and assessment that you plan for the unit delivery in relation to the unit/course timetable. Detailed planning for teaching sessions is provided through Lesson Plans. There is a common format for Lesson Plans (available electronically). Lesson Plans reference the Aims and Learning Outcomes given for the unit and identify what part of the LOs are addressed by the session. Lesson Plans state how the LOs are to be achieved, the teacher activities, learner activities, reference to Key Skills as appropriate, the required resources and the way the activities relate to Key Skills work.

Lesson Plans are provided to the Pathway Leader and are placed in the Course Delivery File.

Assessment Schedule

Course teams are required to produce an Assessment Schedule that identifies the schedule for assessment throughout the year. This includes the dates set for external testing and examination the dates for the course team to undertake assessments, the dates work will be returned to students, internal moderation and sampling events and opportunities for internal verification. The Assessment Schedule informs the planning of course delivery. Course teams provide the Assessment Schedule to students along with their timetable for teaching and learning.

The following principles inform the production of the Assessment Schedule:

- Assessment points fulfil the requirements of staged progression within an award.

- Assessments are timed to fulfil the requirements of report to awarding bodies.

- The timing allows for an appropriate balance of formative and summative assessment.

- Unit assessments are planned to avoid overload on students and course teams.

- Sufficient time is allowed for feedback

- The timing of assessments allows opportunities for retrieval.

- Assessments are structured to support student achievement and to inform decisions on progression.

- Assessments identify the ways that outcomes can be achieved.

Guidance to tutors and associate lecturers

- **Lesson plans**

  Lesson plans should be devised at least a week in advance of session.

  This is an essential record of your planned curriculum delivery.

  Good preparation ensures that equipment and resources are available or if you are absent due to illness etc., someone can adequately cover the class.

  Please ensure that you place a printed copy in the Course Delivery file and copy on the School of PrepHE server within the appropriate course file, if you are able to type onto a template.

- **Registers** must be taken every morning and every afternoon of each taught session. These are digital and access can be gained through a link provided by the School Office.

  Alert the Pathway Leader or relevant course tutor if you have any particular concerns regarding attendance and notify through an e mail.

- **Course Delivery File**

  Each course should have a central delivery file. Every member of staff responsible for teaching sessions on the course should ensure that they put the following in this file: Schemes of work

  Lesson plans

  Project briefs

  Handouts/notes

  Course specification, student handbooks, PrepHE Quality Handbook and any other AUB Academic publications should also be centrally available to all staff teaching on the course.

- **Teaching Checklist**

  Where possible, check that room allocation for session is accurate through CELCAT on MyAUB or the timetable section of the PrepHE Server

  Check you have the appropriate materials/resources available to meet the aims and objectives of the brief.

  Please ensure that you register each student and monitor punctuality.

  Please ensure that you challenge any students who are late and record accordingly in the register.

  Check that you have adhered to any health and safety/fire regulations.

  Ensure that the lesson plan meets the needs of the all learners (differentiation) e.g. international students, students with disabilities, students receiving learning support.

  Learners should be made aware of the objectives of the session at the outset.

  Students should be encouraged to give feedback and interact with staff wherever possible.

  Conclude the session by making sure that all students have understood and recorded the learning process in sketchbooks/sheets/journals appropriately.

  Fill in any tracking sheets or tutorial sheets – pass on and record information appropriately to staff teams and students.

  Clean and materials / equipment are put away.

  It is the responsibility of staff and students to ensure that the room is left in a reasonable order.

Tutorial checklist

1. PASTORAL SUPPORT
   - Have students settled in
   - General feedback on student background
   - Problems
   - Finance
   - Serious problems – advise Head of School – refer to Student Support

2. INDIVIDUAL LEARNING RECORDS
   - Essential paperwork – *Student Profile Form, Tutorial Record Forms*
   - Students should self-appraise themselves throughout the whole course
   - Prior learning
   - Achievement/Aspirations
   - Set targets
   - Monitor progress

3. TEACHING AND LEARNING
   - Are students using their Course Handbook
   - Issues arising from coursework
   - Learning journals
   - Portfolio development

4. STUDENT INDUCTION CONFIRMATION CHECKLIST
   - Ensure that a full induction is available to all students and the form is checked by the tutor

5. WITHDRAWALS
   - Ensure that all students wanting to withdraw for any reason from the course arrange an appointment with the Head of School to discuss and gain advice on career options
   - Students who eventually confirm withdrawal will need to sign appropriate paperwork before leaving the course

6. ATTENDANCE ISSUES
   - Record on tutorial sheets / registers
   - Alert Pathway Leader / PrepHE School Office / Personal Tutor
   - After advice from above, ask PrepHE School Office to send appropriate letter

Student Welfare and Safeguarding

1.1   The Arts University Bournemouth (AUB), as a provider of higher education, further education and extra-curricular programmes has a legal and moral duty to ensure the health, safety and welfare of students, including those who are young or vulnerable, when studying, working, or engaging in activities or events at AUB or externally supported by AUB.

1.2   Safeguarding is the responsibility of ALL University staff, including casual staff and those undertaking voluntary work at AUB. All staff must maintain an awareness of safeguarding policies and procedures and undertake relevant training where required.

1.3   The Designated Safeguarding Lead has overall accountability for ensuring that the University safeguarding policies and procedures are in place. A team of nominated Safeguarding Officers act as a source of support, advice and expertise in any safeguarding issues. The names and contact details of staff members who are Safeguarding Officers are included below.

Designated Safeguarding Lead:

Jon Renyard
University Secretary
Email: jrenyard@aub.ac.uk   Tel: 01202 363328

Nominated Safeguarding Officer and Prevent Lead:

Heidi Cooper-Hind
Head of Academic and Student Services
Email: hcooperhind@aub.ac.uk   Tel: 01202 363220

Nominated Safeguarding Officers:

Kerry Sheehan
Head of HR
Email: ksheehan@aub.ac.uk   Tel: 01202 363133

Pauline Smith
Widening Participation Manager
Email: paulinesmith@aub.ac.uk   Tel: 01202 363282

Important Policies

Academic Dishonesty (Cheating) Policy PrepHE

This can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

Appeals Policy for PrepHE Courses

This can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

Attendance Policy for PrepHE

This can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

Educational Visits Procedure

The Educational Visits procedure can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

Equalities and Diversity Plan

This can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

Malpractice and Maladministration Policy

This can be found at:
https://intranet.aub.ac.uk/organisation/Pages/policies.aspx

SECTION 4

Student Recruitment, Induction, Monitoring and Support

Entry Requirements for Foundation Diploma in Art and Design

Minimum entry requirements

PrepHE – UAL Foundation Diploma in Art and Design

You must have :

- Five GCSE/IGCSE passes at grade C/grade 4 or above which should include an Art/Design/Media subject and must include Maths and English

You'll also need one of the following:

- A minimum of two GCE A-Level at grade C or above (one of these must be in a relevant creative subject)
- Two BTEC Subsidiary Diplomas/BTEC Extended Certificate at Merit, or a combination of BTEC Subsidiary Diploma/BTEC Extended Certificate and A Level qualifications
- An IB (International Baccalaureate) score of 24 or above. We'll accept the equivalent in relevant individual IB certificates
- A BTEC/UAL Extended Diploma Merit
- A BTEC/OCR (Tech) Extended Diploma at Merit, Pass
- Entry to a Foundation Diploma course usually follows two years of sixth form study but we also consider relevant and equivalent Level 3 qualifications

English language requirements

The following are acceptable equivalent English language qualifications for applicants whose first language is English:

- GCSE English grade C or above
- GCE O-Level English grade C
- Key Skills level 2 – Communication
- Functional Skills level 2- English
- SQA Standard Grade Credit English
- SQA Higher Grade English grade D
- Intermediate 2 Certificate English grade A-C
- National 5 Certificate English grade A-C
- Irish Leaving Certificate Ordinary Level English grade C2/O4
- Irish Leaving Certificate Higher Level English grade D3/H6
- IGCSE First or second Language English grade C
- ALAN Test at level 2 in Literacy

For overseas applicants we will accept a range of English Language qualifications including the following qualifications for Preparation for HE courses:

If you do need a Tier 4 visa to study in the UK, you must obtain a Secure English Language Test (SELT). Without this, you won't be eligible for a Tier 4 visa.

At AUB, the only qualification that we can accept is the following:

IELTS for UKVI with minimum score of 5.5 overall and a minimum of 5.0 in each component (reading, writing, speaking, listening)

Unfortunately, we cannot accept IELTS for Academic Purposes or General Tests.

SELTs must be taken at an approved test centre. Your SELT will have a UKVI number on the certificate which we need to be able to issue a CAS (Certificate of Acceptance to Study) to support a Tier 4 visa application.

IELTS for UKVI tests must be less than two years old at the start of the course to be valid.

All applicants should also have a portfolio of recent work.

The University supports the awarding body's policy regarding access to its qualifications in that:

- The qualifications should be available to everyone who is capable of reaching the required standards

- The qualifications should be free from any barriers that restrict access and progression

- There should be equal opportunities for all wishing to access the qualifications

The University is able to consider alternative qualifying status for mature or non-traditional applicants and asks course staff to do this positively as part of our Widening Participation policy.

Interview policy and procedure

All UK based applicants are invited to attend an interview and to present a portfolio of their recent art, design or media work. This is an opportunity for the applicant to discuss their experience and ambitions, for an assessment to be made of their suitability for the chosen course and for an initial identification of individual learning needs. A student initial assessment and guidance form are completed and decisions are sent to admissions via Paperless, paperwork is provided by admissions as backup and the information contributes to the Individual Learning Plan. All applications are received electronically and processed by Admissions via Paperless in e-Vision. Staff can view, via eVision, the applicants to be interviewed 5 days before the interview date when they are transferred to the academics in-trays in Paperless. A guide to processing in Paperless is available from Admissions.

The University undertakes that:

- Applications are dealt with promptly and that at least two weeks' notice is given of an interview appointment

- Portfolio guidance is sent to applicants with their invitation to attend for interview and is also available on the website

- Interviews are conducted in a friendly and supportive manner and in an appropriate location

- An interview is, normally, of approximately half an hour's duration and conducted by an experienced tutor

- The outcome of the application is not, normally, given at the end of the interview. Written confirmation is sent no later than two weeks from the date of the interview

The following guidance on the conduct of interview is given to tutors:

Interview Procedure Checklist

- Collect all relevant paperwork from the Admissions team within Registry

- Check with CELCAT that you have a room booked

- Please ensure that the staff at reception are aware of where you intend to conduct the interview, especially if you have had to make alternative arrangements other than the library meeting rooms

- Read the interviewee's application form and references prior to the interview taking place, this is available on Paperless

- Always greet an applicant with a smile and try to put them at ease. Try to make the procedure as informal as possible so they can relax and be themselves

- All applicants are invited as a group in the morning or afternoon. As a group please go through the following:

  o The course structure, aims and objectives and assessment

  o Are they aware that they can gain financial support which is means tested relative to parents or guardians earnings?

- Explain that all successful applicants will be sent a Welcome Pack, which gives information about how to apply for help with finding accommodation and further information about the course and educational visit

- With regard to the educational visit, do not talk about specific destinations until we are sure exactly where we intend to go

- Ensure that Foundation applicants understand the difference between the main programme and the media programme

- Please advise applicants of the entry requirements for the course. Particularly Maths and English GCSE along with an Art/Design/Media qualification. Foundation applicants will be expected to achieve 2 GCE A Level passes at Grade C/Grade 4 or above; one to be in a relevant subject area

- Due to changes in government funding, applicants who are under 19 when the course starts must hold GCSE/IGCSE (or a recognised equivalent qualification) at Grade C or Grade 4 or above in English and Maths to be able to enrol onto this course as AUB will only receive funding for students holding these qualifications

- Admissions process all applications and as part of this process check all qualifications. They are in contact with applicants to advise them and ensure that the correct offer is made following a successful interview. If an applicant has any queries about qualifications please direct them to contact admissions

- Make sure that all applicants are aware that they have to pay tuition and registration fees if they are over 19 at the start of the course. They may be eligible for an Advanced Learners loan and admissions will send details of this with their offer letter

- Make sure that applicants are aware that they will have to pay a Course Materials fee

- Make sure all applicants are aware of the compact, successful completion of the Foundation Diploma guarantees a place on a BA course at AUB

The individual interview:

- The rest of the interview will involve looking at the applicants portfolio and ascertaining whether they have the skills and aptitude to develop and complete the programme

- Establish whether the course is suitable to their needs. (Explain that we may do additional units also)

- Encourage the applicant to talk about their work and resist the temptation to turn it into a tutorial

- Do not tell an applicant whether they were successful or not on the day. Tell them that they will be informed of our decision within three working weeks of the interview

- Conclude the interview politely and thank them for showing you their work

<u>Making a decision</u>:

- The interviewer should make a decision based on the candidate's portfolio of work, their application, reference and interview.

- The portfolio guidelines for candidates are a useful guide for what would be expected.

  Portfolio Guidelines:

  - Drawing: Observation, Problem Solving and Drawing for Ideas.

  - Staff should be open to applicants who have followed a variety of creative A levels and should be prepared to view drawing in its broadest sense. Applicants following a Design or Media A-Level are unlikely to have observation drawing for example, but you may expect to see idea or problem solving drawings.

  - Students applying for the media programme would have very minimal drawing work, but you would expect good observation skills through photography.

  - Idea development

  - Again this will be expressed differently depending on the students Level 3 experience, but you are looking for evidence of creative process and personal ideas.

  - Formal elements, which could be expressed through a range of processes.

  - Contextual understanding

  - Range of media and processes

  - Self-initiated work

  - Evaluation

  - Presentation

- Fill in the relevant documentation that is supplied and process the decision on Paperless as soon as possible following interview, then return paperwork to Admissions.

International Applicants

All international (including Channel Island) and European applications are handled by Admissions in Registry. Paperwork should be returned to Admissions, decisions are sent to Admissions via Paperless. At the end of the interview please contact International to arrange for the applicant to be given a guided tour if student ambassadors are not available on the day. If they need an additional interview as they are not of a suitable level for their chosen course, please convey that information with your decision via Paperless. Please remember these applicants may only be in the Bournemouth area for one day and may have travelled a long way to attend the interview.

If the applicant asks you about their fee status, please do not give an opinion on whether they will have to pay international fees or not. There is a fees assessment form that they should fill in if they are not sure of their fee status, they should contact admissions if they have an questions about fee status. Admissions will usually contact applicants during the

processing of applications if there is a need for a fee assessment. This is assessed by the International Admissions Officer who will advise the applicant of their fee status.

International students on course

Each year the University works hard to attract International students to study here at the University, both to add additional income to the AUB and to enhance the cultural mix of our student body. Many who attend our further education courses will hope to continue here at BA level and will ask tutors for their advice. Obviously if we do not have a suitable course, students should be advised and helped with applications for other providers. However, if a student wishes to study one of the courses that we provide at BA level, then students should be encouraged to apply here. If we have good International students we want them to stay with us and not go elsewhere. Please ensure that they come to Admissions to discuss their options and to see the BA Pathway Leader for a pre-interview, or attend the internal Open Day.

Associated forms can be found on the intranet.

Induction policy and guidance

A comprehensive induction programme is essential for the integration of new students into the specialist community of the University and to the early establishment of effective learning and study patterns.

Induction begins prior to enrolment. Introductory information is provided to prospective applicants at the PrepHE Open Days and through the work of the University's Promotions Officer. Following the offer of a place new students are sent a Welcome Pack giving them the information they need prior to enrolment.

Starter Pack contains:

Travel to the University
Finance Office information
Registry guidance
Student Services welcome
Students' Union welcome
Student Charter
Course Fees
University Course Calendar
Request for Qualifications on Entry
Car Parking
Parental Consent Form (for under 18s)
Learner Support Funds (Access Funds) information and application form
Refectory services information
Checklist

Course teams are responsible for induction following enrolment. A Tutor Guide, with briefing, is provided to course teams every year. Induction by course teams covers all aspects of the University as well as a more specific course induction. It also incorporates a welcome from key University staff.

On-Course Induction includes:

Introduction to course staff including: Course timetable and tour of main facilities
Course Handbook
Health and Safety Information including: Emergency evacuation, first aid, accident
Attendance Policy and requirements in Course Handbook
Student complaints procedure (in student guide)
Assessment Procedures in Course Handbook
Student Representation on University Committees
Introduction to IT Facilities
Student Work Placements where appropriate
Introduction by the Head of School, Principal and Vice-Chancellor and Deputy Vice Chancellor
Welcome from the President of the Students' Union
Welcome from Student Services

Students are given a Student Guide which provides useful information on the services and support available to them.

Learning support policy and procedures for allocation of learning support

All first year students are screened on entry using the Quickscan software program. Preparation for HE Programme Leaders will receive a copy of the Quickscan report for their students which will provide information about the student's learning style (e.g. Auditory, Visual, etc). This should be entered on the Individual Learning Plan in the "Diagnosis of learning style" box. The report will also indicate whether the student may be at risk of dyslexia or not. This is only an indicator and does not represent a full diagnosis, which would need to be supported by prior evidence of dyslexia or further diagnostic tests.

AUB will not conduct any further tests until the summer term, when students who show strong signs of dyslexia, and who are progressing to HE study at AUB, will be contacted. These students will be asked to undertake a range of cognitive tests and those who show most signs of dyslexia will be referred to an educational psychologist for a full diagnosis at this time.

Any student with a firm diagnosis of dyslexia or another disability will be notified to you via a Disability Disclosure Memo from Student Services.

International students take an initial skills assessment to assess their use of academic English language.

All of the screening outcomes and Disability Disclosure Memos are provided to PrepHE Programme Leaders. It is obviously very important that PrepHE Programme Leaders pass on any information about students' individual needs to all members of their teaching team who work with these students.

It is important to remember that all PrepHE students, including EU students, are entitled to receive additional academic support. Please be proactive in referring students to Academic Support or EAP lecturers but do remember that support needs to be regular and sustained and should begin as early in the course as possible. Support may be delivered in the Academic Support / EAP areas or in the studio or Library.

Please keep a record of any additional time that you spend preparing materials for and working with individual students, including date, time and nature of the additional activity. You will be asked for this at two six monthly points in the year as part of the University's claim procedure.

AUB student computers have Claro text to speech and Inspiration mind mapping software available and students should be encouraged to use these learning tools.

Academic Support lecturers also offer a range of "Art of Studying" workshops – posters will be displayed on course noticeboards – please encourage students to attend. Some brief tips on study skills are available on the "Art of Studying" pages of the Viewpoint student portal.

Academic Support lecturers are happy to provide sessions to the whole group on any aspect of study skills – please contact the team to discuss your requirements.

Retention strategy

The University recognises the individual needs of learners and their diverse aspirations. The University is committed to providing a high quality learning experience in supporting the students' continuing engagement with their studies towards the realisation of their potential.

The retention of students upon the Preparation for HE courses is promoted through the following measures:

1. Pre-course information and guidance that encourages well-informed applications. This includes regularly updated University and course publications, the AUB website, school visits, open days at the University and responses to enquiries via the Courses office.

2. Recruitment to courses based upon a selection process in which all applicants are offered an individual interview which forms the first step in assessing individual needs.

3. Clear entry requirements and criteria based upon the individual student's apparent ability to complete the proposed course of study.

4. Screening of all students on enrolment to identify learning needs, learning styles and abilities.

5. The maintenance of Individual Learning Plans to record individual student objectives and progress and to allow for differentiation in the planning of learning and teaching.

6. On-course guidance provided through regular tutorials. Please refer to the University's Tutorial Policy for PrepHE.

7. The use of regular formative assessment and feedback to support learning and to inform decisions on progression.

8. Careful and regular monitoring of attendance to comply with the Attendance Policy.

9. Early identification of poor attendance patterns and prompt action, including telephone, text and written contact to discuss attendance problems with the student.

10. Referral to Student Services for students needing welfare and counselling support.

11. Regular review of the quality of learning and teaching, and the sharing of good practice to ensure varied and interesting lessons.

Student attendance and retention are matters for report at Course Board and through the SAR process, with actions identified in the Course Action Plan as appropriate.

SECTION 5

Assessment and Verification

Assessment and marking policy and guidelines

The assessment scheme for each course follows the specification from the awarding body.

Assessment is based upon the Learning Outcomes and Assessment Criteria given in the course guidelines by the awarding body.

Learning Outcomes and Assessment Criteria are stated in project briefs and referenced in assessment feedback.

Assessment outcomes are expressed as Grades and based upon the Grading Scheme given in the course guidelines. A Grading Scheme statement is held within each Course File.

The purpose of assessment is formative and summative.

Formative assessment is consistent with the assessment scheme for the award and supports student learning. Portfolio review, tutorials and the Individual Learning Plan contribute to formative assessment.

Formative assessment, and interim grades, may be reported to the School Examination Board for purposes of progression.

Summative assessment takes place at the point, or stages, prescribed in the award specification. Internally assessed grades are reported to the awarding body in compliance with the specification.

All assessments provide opportunities for retrieval as allowed within the award specification.

A uniform period is allowed for retrieval in order to give parity of opportunity.

Decisions on recommendations for progression, grades and retrieval are made at the School Examination Board for ratification at Learning, Teaching and Quality Committee (LTQ).

Students are notified of the assessment date at the outset of each project/unit/stage. Failure to present work for assessment by the given date is treated as a retrieval with the associated penalties of the award.

Students who fail to present work for assessment, including formative assessment, may be disallowed progression or withdrawn from their course.

Students are allowed to request a deferment of their assessment on account of mitigating circumstances.

The agreement of a period of deferment is based upon the individual's circumstances and the constraints of the award specification.

Requests for a deferred assessment must be in writing using the Mitigation Claim form and supported by evidence.

Decisions on deferred assessment requests are made by the Mitigation Board.

External Assessment
External assessment is determined by the different awarding bodies.

NB: Tutors must be familiar with the guidance of the awarding body within the Course Specification.

Extending student work deadlines and the mitigation process

It is delegated to an individual Pathway Leader to grant an extension of up to one working week (5 days) in the event that they are satisfied that the student has particular or exceptional circumstances. However, there can only be one week's extension per student for any unit and no more than two extensions in all per student per year. Any extension granted should be noted by the Pathway Leader, so they have a record of such decisions but these need not be notified to Registry or at the Examination Board, unless it is relevant (e.g. in the case of formal Mitigation on other units).

Where extensions are sought for more than one week, for whatever reason, then the Mitigation procedure *must* be followed and the Mitigation form must be completed by the student and Pathway Leader and passed to the Head of School for decision.

This process is designed to provide parity and fairness whilst allowing an appropriate degree of autonomy to Preparation for HE Pathway Leaders and teaching teams in dealing with the day-to-day vicissitudes of student life and working patterns.

Mitigation process for PrepHE – (internal process for Units 1 and 2)

Where students seek extensions of more than one week, they should speak in the first instance to their Pathway Leader, then a formal claim must be submitted to the Head of School for approval. External evidence to support the claim must be provided for the claim to be successful.

The Mitigation process is a confidential one, designed to ensure parity of treatment to students who face <u>exceptional</u> circumstances such that the University may wish to recommend to the Examination Board that acknowledgement is given to the candidate in line with the agreed good practice.

Special Consideration (applicable for Unit 4)

Special Consideration is given when circumstances impact on a student's ability to take an assessment or demonstrate their level of attainment in an assessment. For Special Consideration on the final unit, any application must be made initially to the PrepHE office where it will be forwarded to UAL for consideration. The UAL policy and application form for dealing with cases of Special Consideration can be found as follows:

https://www.arts.ac.uk/__data/assets/pdf_file/0032/154787/Special-Considerations-Policy-and-Process-September-2018.pdf

Reasonable Adjustments

Reasonable Adjustments are adjustments made to the delivery or assessment of a qualification. This enables a student with an identified need or learning difference to demonstrate their knowledge, skills and understanding to the level of attainment required for the qualification. Assessment arrangements can be altered and adapted to reduce the impact of an identified need that puts the student at a disadvantage.

More information regarding mitigation can be found at:
https://www.arts.ac.uk/partnerships/ual-awarding-body/about-us/policies-and-procedures

Internal verification/standardisation guidance

Listed below are some guidance notes to help staff to follow a simple procedure when completing the tasks necessary to cover all verification requirements:-

IV of Assignment Briefs
This process is to ensure that briefs are of sufficient quality to cover unit criteria etc.

- Each verifier should IV at least **three** assignment briefs per year.
- If the brief does not meet the requirements of one or more of the criteria, please suggest ways the problem can be rectified in the comments box.
- If remedial action is necessary, please sign the form again on the date it was returned to show that tasks are now complete.

Assessor Observation

This process is to ensure that the assessment feedback is of sufficient quality so that students understand how they need to improve and are given praise for achievement

- It is the responsibility of each verifier to find out when and where the assessments are taking place.
- You are required to observe **one** assessment per year. If remedial action is needed, then one more is required to monitor improvements.
- If the Assessor does not meet the requirements of any of the criteria, please suggest ways the problems can be rectified in the comments box. Again follow up action and sign the form again when tasks are complete.
- Please ensure that the student, the assessor and the verifier signs and dates the form
- Where assessments are made without the student present, please ensure that a tutorial feedback session occurs when discussion and feedback takes place in relation to assessment decisions with the student present.

Assessor Sample Record

This process is to ensure that assessment decisions meet national standards

Please note that **all** staff involved in assessment will need to be sampled.

- These forms will be filled in during orchestrated internal standardisation events, with the exception of assessors who are based off site, or running short courses within the University.
- During standardisation events, staff will work in teams to sample a selection of work marked by individual assessors. Each sample must have the assessment books/sheets for each student clipped to the work. Arrange sample in into clearly marked groups indicating who assessed the work.
- The tutor may have assessed several students and they can be included on **one** form.
- Staff involved in sampling work from small/short courses will need to make independent arrangements with the assessors concerned.

Internal Verification Procedures

- The following forms can be found on the AUB Intranet:

  Assessor Observation Form
  Internal Verification form (PrepHE)
  Internal Verification Assignment and project brief (PrepHE)

- Preparation for HE Programme Leaders will be responsible for reviewing and ensuring that these procedures have been carried out.

- A central Internal Verification file will be kept in the Courses office.

- Two meetings will take place each year to review the process and monitor actions for improvement. These meetings will either be within an extraordinary meeting of the PrepHE Group or part of Staff Development events throughout the year.

Internal Standardisation

Standardisation sessions take place each year within the Foundation curricula cycle. They are part of the verification processes that take place at key assessment points. Staff through the verification of assessments across Pathways are able to ascertain the fairness and rigour of assessment decisions.

External Moderation

External Moderation is carried out by experienced moderators appointed by the University of the Arts London Awarding Body (UALAB).

The Foundation Diploma unit 7 (Final Project) is externally moderated at the end of the academic year.

External Moderators will consider all assessment processes, including internal benchmarking and internal verification, and select a 10% sample of student projects across a range of grades and assessors. The selected sample will be assessed to confirm assessment decisions, and verify that they are in line with national standards.

Should moderators disagree with 15% or more of the assessment decisions, a further 10% sample will be reviewed. If the moderator then disagrees with a further 15% or more, a remark of a particular section or the entire cohort can be requested.

Following their visit, External Moderators will produce a visit report, which is expected to be with the centre within 2 weeks of the visit. The report is expected to highlight any recommendations and/or required actions for the centre. Centres are expected to evidence actions taken in response to the report for the following years external moderation.

SECTION 6

Student Representation

Student engagement with quality processes

1. Position statement

1.1 The Arts University Bournemouth is committed to providing a high quality student learning experience, enabling the development of professionally qualified graduates. It values the transformative power of education, and believes that this transformation is most likely to be achieved when students are fully engaged in the creation and shaping of their learning experience.

2. Definition

2.1 *Student engagement is concerned with the interaction between the time, effort and other relevant resources invested by both students and their institutions intended to optimise the student experience and enhance the learning outcomes and development of students and the performance, and reputation of the institution[1]*

The aims of the Student Engagement Plan are:

- To encourage and enable student involvement in University decision-making processes, through both representation and feedback, securing a high level of democratisation

- To secure and sustain an environment in which all students, regardless of discipline, level of study, background or characteristic, are able to participate fully in a high quality educational community, and to fulfil their potential

- To provide an environment which is student-centred and encourages active participation in learning, including student involvement in the design of their learning experience.

3. Principles

3.1 In support of these aims, the following principles are adopted:

i) All students should be made aware of opportunities to engage in decision-making processes (SU elections, student representative elections, periodic review membership) and have a fair opportunity to participate in these

ii) All incoming sabbatical officers should have a coherent and comprehensive induction during the first two months of their term of office, supported by both the Trustees and the University, to ensure they understand the decision-making processes of the University and thus enable them to participate to best effect in these processes

iii) All student representatives at course level should receive training in the role

iv) All students engaged in validation or periodic review should receive training and support in the role

v) Students who wish to be involved in national activities (either as a representative of AUB or AUBSU, or participating in sector-wide processes) should be able to do so; and supported and encouraged where there is good reason to believe their participation will be beneficial to themselves, AUBSU or AUB

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[1] Trowler, V. (2010), *Student Engagement Literature Review*, available at www.heacademy.ac.uk [accessed 1 May 2013]

vi) Students should be involved, where relevant, in processes of quality assurance and enhancement. This includes being included in working groups established to consider specific aspects of the quality management framework

vii) Reviews of processes of course design, delivery and assessment should secure student views; and should be based on national and international research on effective practice (with specific relevance to the creative arts). Such reviews should consider how best to encourage innovative approaches to design and delivery

viii) Curriculum structures should be sufficiently flexible to permit and encourage peer and community learning, and should reward students who engage in this successfully

ix) Students should be encouraged to take full advantage of the extended learning opportunities available to them (such as, for example, engaging with creative outputs such as theatre, cinema, galleries and other exhibitions); and the rewards of such activities should be evident

x) Proxy measures of student engagement should be developed, and the outcomes reported annually to LTQ.

The University has a well-established student representative system. The Course Partnership Group (CPG) meets at course level, and comprises the Head of School. It will meet at least twice in each academic year. If matters are raised which are outside the scope of the CPG (i.e. they are not course management or academic matters), the student reps will be asked to raise these with the Students' Union. There is also a Subject Board which considers the academic development of the subject area, which will include two student representatives elected from those on the Course Partnership Groups.

All students are able to participate in the University's internal survey, the Student Perception Survey (SPS) that is conducted on an annual basis.

The results from the SPS surveys are used to determine student satisfaction according to different categories; including by course, theme and equality target groups. The results are divided into those that are course specific, the results of which will be reported through the SAR and those that are University wide, which will be discussed by relevant committees. Any issues arising from these surveys will be identified on the appropriate SAR action plan. LTQ will consider the results from surveys and will make a decision on any action that might be required where an issue is identified that gives rise to high levels of dissatisfaction across the full student body. Overview Report on higher education awards, and included in the action plan. Equalities Committee considers the student experience using the breakdown of results according to equality target groups.

SECTION 7

Course Review Evaluation and Improvement

Guidance for PrepHE Peer Observation of Teaching at AUB

1.   Introduction

Increasingly, the view of students on their learning experiences and/or their teaching sessions forms part of the review of the quality of UK education. Enhancement of the teaching quality in further education is also supported by Ofsted.

To respond to the demand for good teaching – and to identify and share good practice in our own teaching delivery – both HE and PrepHE courses within the AUB operate a process of peer observation of teaching. This process is organised through the Head of School and follows minimum expectations.

2.   What is Good Teaching?

Ramsden (1992) identified 13 characteristics of good teaching from an individual lecturer's point of view:

1. A desire to share your love of the subject.
2. An ability to make the material stimulating and interesting.
3. A facility for engaging with students at their level of understanding.
4. A capacity to explain the material plainly and helpfully.
5. A commitment to making it absolutely clear what has to be understood, at what level and why.
6. Showing concern and respect for students.
7. A commitment to encouraging student independence and experiment.
8. An ability to improvise and adapt to new demands.
9. Using teaching methods and academic tasks that require students to learn actively, responsibly and through cooperative endeavour.
10. Using valid and fair assessment methods.
11. A focus on key concepts and students' current and future understanding of them, rather than just on covering the ground.
12. Giving high quality feedback on students' work.
13. A desire to learn from students and others about the effects of your teaching and how it can be improved.

3.   Minimum Expectation

All full-time and Associate lecturers will observe and give written feedback using the AUB peer observation of teaching form on at least two other such members of staff in each academic year.

The Head of School will coordinate a schedule of observation to ensure all staff observe and are observed at least twice. All observations on the schedule must be completed by the end of May. Observations should be spread throughout the academic year and should cover tutorials and small and large group sessions.

The operation of this schedule is organised by the Head of School who will then keep one copy of the observation for quality purposes.

The Head of School will prepare summaries of the peer observation outcomes, with recommendations for improving practice, for PrepHE and HE respectively as part of the SAR. These reports will also be submitted for inclusion in papers for the Learning, Teaching and Quality Committee.

4. **Underpinning Principles**

Although there are two systems, one for PrepHE and one for HE owing to the different quality arrangement for each sector, both will be guided by the same overall principles:

- The University sees peer observation of teaching as a sharing of good practice.
- Peer observation of teaching will lead to an improved quality of learning, teaching and assessment.
- The process should be constructive, supportive and developmental in nature.
- Where grades are given these should be moderated and the system regularly reviewed.
- All types of teaching should be observed, e.g. tutorials, full group and small group.
- Observations will be carried out both within courses and across courses.
- The scheme is compulsory for all staff, both full time and associate lecturers.
- The scheme should support good practice and the relationship between individual and Institutional needs and address these through individual and institutional professional development opportunities.
- Peer observation of teaching should seek to support the relationship between effective teaching and effective learning by offering peer professional reflection.
- There should be recognition of the University as a self-critical learning environment.
- The system will enable analysis of the observations undertaken and the impact of the scheme on the University, and will make comparisons, as appropriate, to national benchmarks.
- Training will be provided for both observers and observees.
- The observation is not to judge content but to consider which strategies are successful, i.e. the management of the learning process

5. **Confidentiality and Paperwork**

All peer observations of teaching must be recorded in the peer observation of teaching form (HE or PrepHE, as applicable). Details within the forms must be treated with confidentiality by observer, observee and any other member of staff responsible for collating and analysing peer observation data.

In order to learn from the individual observation experiences, a School may wish to have a system which facilitates the sharing of general issues or good ideas, given that confidentiality is observed on an individual basis. For example, if every observation in a certain room came to the conclusion that the quality of the room was significantly undermining the teaching process, the combined evidence may help to put forward a School case for room modification. This could take the form of a short verbal report at regular School meetings.

6.   **The Process – Three Stages**

Observer and observee must agree on a suitable session for observation. Most people like to select a session they feel comfortable and confident with, but the maximum benefit from observation may be to select a session which is new, difficult or in need of a change. Normally, an observation should last in between 45 minutes and one hour. Ideally, both people should be available for a discussion immediately after the observation takes place. It should be expected that feedback be delivered no later than one week following an observation.

Stage One – The Observation Meeting

The observer and observee discuss ground rules, set the scene, focus the observer and decide practical issues:

- Time and place of the observation.
- Where the observer will sit, or whether it is appropriate to wander around (in a practical session it may be useful for the observer to talk to students).
- Relevant details of the learning group.
- How the observation will be explained to students.
- Lesson contents and context within the curriculum.
- Aims and learning outcomes of the session.
- Any potential difficulties or areas of concern.
- Any particular aspects that the observee wishes to have observed and would like feedback on.
- Any new or experimental parts of the session where feedback would be valuable.
- When you will meet to discuss feedback after the session.

Stage Two – Observation

- Students need to be incorporated into the observation as a matter of courtesy and good practice. Students are likely to notice the presence of another member of staff in the session and observees will inevitably make notes about the student audience as an integral part of the observation. Therefore, it is a good idea for the tutor to introduce the observer to the students and explain about the observation process. Thereafter, the observation should have no impact upon the session.

- The observation should normally take 45 minutes to one hour. It should last no less than 30 minutes.

- The observer needs to be able to see both the observee and the learning group but should not sit where they are in the overt line of vision of either.

- The observee should take brief notes and ensure that their notes relate to the enabling of learning rather than the content of the session.

- The observer should observe the methodologies employed, the responses and interactive processes used, the ability of the observee to effectively achieve their aims and the areas of successful and less successful achievement in the session.

Stage Three – Feedback

Obviously, detail will be easiest to recall if the feedback follows on immediately from the session. It is often best to let the observee have first comment on how they felt the session went. It may then be appropriate to go through the observer's notes. The observer can help the observee by taking the discussion through stages: description (what happened), feelings (how did you feel), evaluation (what was effective), analysis (why do you think this happened) and conclusion (how might you tackle it next time).

Points to consider:

- The observer needs to be able to share with the observee a reflective feedback process at the end of the session.
- The role of the observer is to act as a focus and reflector, not a judge, supervisor, or superior.
- The observer should invite the observee to comment on the session and how they feel it went.
- The observer describes what they saw happening, highlights successes, and encourages the observee to identify what they feel was less successful.
- The observer assists the observee to identify alternative strategies or methods to apply to areas that were not as successful as intended.
- The observer assists the observee to identify any relevant staff development needs.
- The observer completes a lesson observation form and both parties sign the action plan/areas for improvement.
- It is a joint responsibility to keep the feedback focussed and constructive and to complete the action plan.
- The agreed outcomes of the observation will be most effective if both make a commitment to follow up the action plan.
- The observer identifies an area of good practice to share and records this.

Good feedback should help to lead to an action plan for personal development and perhaps an agreement to use another observation as a way of reviewing progress.

7. Quick Guide to Peer Observation of Teaching

1. Preparation and Planning:

- Observee   who observes/what they will observe/when they will observe/brief students
- Observer   agree to observe/when and what to observe

2. Meeting:

- Observee   give information about session/students/curriculum/content/ Context, etc. in discussion with observer

3. Observation:

- Observee   implementation of session
- Students   participation in session and feedback
- Observer   observe session and make notes

4. Feedback:

- Observee   first comment
    description
- Observer   description
    More successful elements
    Less successful elements and development
- Observe   reflect and plan

- Observee &
  Observer   discuss and agree outcome statement and action plan

5.   Identification of good practice to share.

6.   Completion of staff development form by observee if appropriate.

8.   Further Guidance

For further guidance or clarification of the scheme, please contact the Head of School.

9.   **Preparation for HE Peer Observation of Teaching Form is available on the PrepHE Server.**