

**ACADEMIC DEVELOPMENT & QUALITY ENHANCEMENT OFFICE (PARTNERSHIP)**

**APPENDIX 11: ANNUAL MONITORING REPORT (AMR) TEMPLATE**

**FOR TAUGHT COURSE PARTNERSHIPS**

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| **Partner Institution:** |  |
| **Academic year for reporting:** |  |
| **Courses delivered in this academic year:** |  |
| **Courses not delivered in this academic year:** |  |
| **Author:** |  |
| **Date of report:** |  |
| **AMR approved by (within Partner Institution):** *The relevant minute of the senior HE committee within the Partner Institution which considers the Annual Monitoring Reports, should be appended.* |  |

**Section A: INSTITUTION-LEVEL REPORT**

As readers may not be familiar with your institution, the first time you use an acronym explain it in full with the acronym in brackets, then refer to it by initials.

For example, Annual Monitoring Report (AMR).

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| **A1. Reflective executive summary** Reviewing the last academic year, provide a summary of the key issues from your 2020/21 institutional action plan (you should also include the action plan in the Appendix). In writing this summary you may wish to consider including: * how you used the previous year’s action plan to identify areas for development for the 2020/21 academic year
* your areas for development in the last academic year (include the numbered references from your action plan) and how you are addressing these areas
* areas of good practice or improvements (include data to support this)
* how you have used data analysis to identify positive and negative trends particularly within the broader subject-area or sector wide developments or issues
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| **A2. Activity in response to any external reviews/inspections**Include specific activities |
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| **A3A. Which key actions have been achieved from the previous year’s institutional action plan?**Include action reference indicator/numberInclude the previous year’s institutional plan in the appendix of this report |
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| **A3B. Which actions have not been achieved from the previous year’s institutional action plan and why?**Include action reference indicator/number |
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| **A4. Report on appeals and complaints received during the year.** Please list all appeals and complaints that were considered at the formal stage, as well as providing an evaluative summary. |
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| **A5. Annual report on the conduct and outcomes of assessment**Include both of the following in the appendix of the AMR:* all external examiner reports
* a separate proposed External Examiner action plan or with actions incorporated into the institutional action plan
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| 1. Issues raised at the Module Assessment Board(s) (or equivalent)
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| 1. Operational effectiveness (conduct of the Progression and Award Board(s) (or

equivalent), timing, marks arrays, operational issues) |
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| 1. Application of institutional regulationsPlease comment on the following:
* Borderline candidates
* Condoned credit
* Exceptional circumstances (late submission, non-submission, absence, impairment), including statistical data on the number of cases where evidence has been submitted and the proportions of these submissions that were successful
* Trailed resits/resits/repeat stage
* Marking and moderation
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| 1. External Examiner comments regarding regulations or assessment procedures
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| 1. Any other comments on assessment
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| **A6. Additional points for the attention of the University** |
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**Section B: COURSE LEVEL-REPORT**

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| **Statistical data** The statistical data in B1 and B2 below is required on a cohort basis, course-by-course.Data must show three years’ figures for trend analysis and be presented by:* Domicile
* Ethnicity
* Age on entry (mature)
* Entry qualification type
* Gender
* Disability

All partner institutions must provide data for B1.Only provide data for:* B2 if you are a partner delivering courses that lead to Sussex awards
* B3 if you are a partner who is either OfS registered or seeking OfS registration[[1]](#footnote-1)
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| **B1. Continuation and non-continuation data by Stage/Level.** This should include the continuation rate (against starters) and the reasons for non-continuation. |
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| **B2. Completion data**This should include the completion rate (against starters) and the reasons for non-completion. |
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| **B3. Degree outcome data, by award classification.**  |
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| **B4. Evaluative summary of progression of leavers into employment and/or further study.**Data from the Graduate Outcomes survey should be appended for the 2017/18 graduating cohort. |
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| **B5. Brief report contextualising the statistics in B1, B2 and B3 (if applicable)**, highlighting any exceptional results and identifying points of concern and the action to be taken. |
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| **B6. Evaluative summary of student satisfaction monitoring and the student experience for each course**. This should highlight, in particular:* the main changes in overall course evaluation scores;
* the modules that have seen the largest increase in student satisfaction scores;
* the modules that have seen the largest decrease in student satisfaction scores;
* a summary of issues arising from Student Representative Forums.

For those partners participating in the National Student Survey (NSS), headline data should be appended. |
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| **B7. Review of peer observation of teaching** that has taken place during the year. |
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|  **B8. A synopsis of strengths and issues for each course**. Findings should include reference to: * evaluation of changes resulting from external examiner comments
* evaluations from module/course convenors/leaders
* resources provision
* scholarly activity and staff development activity
* activities undertaken to ensure inclusive teaching and learning and equality of opportunity
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| **B9. Areas of good practice** that have been identified as having relevance beyond thecourse concerned. |
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**Appendix checklist**

**You must include the following:**

* The relevant minute of the senior HE committee within the Partner Institution which considers the Annual Monitoring Reports.
* The previous year’s institutional action plan (2019/20)
* The institutional action plan for 2020/21 building on the areas noted in A2 above. It should include actions that:
1. are aspects of good practice which are considered worthy of wider dissemination;
2. relate to broad matters arising from external examiners’ reports;
3. are part of wider enhancement plans being deployed by the course teams (or Schools, where applicable);
4. are issues that need addressing at partner or University level.

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| The following template shows the minimum detail required: |
| Reference | Issue | Source of issue | Planned action | Lead responsibility | Target date | Progress |
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* Action plan for 2020/21 in response to external examiner reports (unless these actions are incorporated into the institutional action plan)
* All external examiner reports
* Headline data from the National Student Survey (NSS) for those partners who participate
* Graduate Outcomes survey data, by course, on progression into employment or further study after fifteen months (for those partners who are OfS registered or seeking OfS registration)
1. Other partners that collect this data may also complete this section. [↑](#footnote-ref-1)