

Process for Education Action Planning

1. Scope

- 1.1. This Process document provides operational guidance and should be read in conjunction with the following:
 - [Policy for Education Action Planning](#),
 - [Guidance for conducting Annual Taught Programme Review](#)
 - [Guidance for conducting Annual Research Programme Review](#)
 - [Guidance for Writing the EAP](#)
 - [EAP Timeline and Cycle Diagram \(taught and research\)](#)
- 1.2. The Education Action Plan (EAP) is a live and iterative record of the school's educational priorities and the actions that have been identified to address these during the forthcoming academic year, including a record of progress that has been made.,
- 1.3. The EAP will include actions arising from the annual review of programmes and other monitoring activities including for taught programmes; responses to External Examiners, student survey feedback, SSLCs, unit evaluations, exam boards and details of major curriculum reviews or new programme developments. And for PGR programmes the EAP is an iterative record of actions arising from feedback from supervisors and students, PRES outcomes, analysis of the student data dashboard, feedback from partners, and a review of annual processes.
- 1.4. Education Action Plans will include actions arising from the University Quality Team (UQT) review and where relevant, the Periodic Programme Revalidation.
- 1.5. The EAP includes a section where actions that the School has escalated to others in the Faculty/University to consider can be recorded, together with any progress on these issues.

2. Completing and using the EAP

- 2.1. An EAP template is provided for each school to use. These are held in the QA Framework documents [SharePoint](#) site to allow access by schools, UQTs etc. At the end of each annual cycle (May) a new tab for the next cycle will be added to the spreadsheets by the Academic Quality and Policy Office (AQPO). The school is responsible for carrying forward any outstanding actions from the previous year.
- 2.2. Schools with multiple departments, or programmes which sit administratively in a department (e.g. Liberal Arts) have the option to manage departmental EAPs. The departmental EAP should reflect the school's priorities, for example set out actions to achieve the school priorities but will also allow them to set out actions that might not be relevant at the school level. The nominated role-holder in the department would manage the departmental EAP but it is under the auspices of the school and the SED remains responsible for signing off on this.
- 2.3. The EAP must be updated following each review activity and specifically in advance of and subsequent to any UQT review points. Outside of this, progress on the actions within the EAP should be kept up to date at regular intervals and the outcomes and progress of the EAP shared with students through SSLC meetings and with staff at school meetings.
- 2.4. Periodic reviews of education (School Review, Periodic Programme Revalidation (PPR), professional accreditation) will utilise the school's EAP to gauge the plans and priorities of the school, and any progress made, as part of the review process.

3. Schools internal review of their education provision

- 3.1. Schools should annually review their taught programmes and postgraduate research programmes including any programmes that are part of a Doctoral Training Entity (DTE). This gives schools the opportunity to reflect on all aspects of their taught and research programmes in a timely manner. Its purpose is to improve the quality of the programmes offered by the University through:
- providing a developmental opportunity to review the effectiveness of a programme or programmes and the extent to which aims, objectives and learning outcomes are being achieved;
 - providing a developmental opportunity to review all postgraduate research programmes within a school / faculty;
 - considering any relevant external comments on the wider aspects of the programme(s), including those of External Examiners and, where appropriate, employers;
 - providing an opportunity to update programme specifications and unit forms and thereby keeping this information current and accurate;
 - initiating the planning of consequent changes to units and/or programmes.
 - providing key information for UQTs, including encouraging and disseminating good practice, through the EAP, which is considered annually by the UQT review panel;
 - providing input through the EAP into School Reviews and external quality assurance visits.
- 3.2. The taught annual programme review will normally take place after the summer exam boards and may comprise one or more meetings that are organised at either programme, discipline, or school level, whichever is most appropriate for the school. The annual research programme review may take place earlier in the year than the taught review, and again may be structured over one or more meetings and at the level most relevant for the school/faculty structures.
- 3.3. The outcomes from annual programme review will inform the EAP priority setting. Each School must agree three priority areas which will be added to the relevant Education Action Plan in time for any UQT review.
- 3.4. It is recommended that once the EAP priorities have been agreed, the EAP should be reported to the School IPP meeting, in order that the school's education priorities can be considered when planning for the school IPP.
- 3.5. Detailed guidance on undertaking the annual programme review, including a list of inputs that must be considered and a sample agenda is provided in [Guidance for conducting Annual Taught Programme Review and the Guidance for conducting Annual Research Programme Review](#)

4. University-level review of School Education Action Plan

- 4.1. The EAP forms the basis of the annual University Quality Team review, and the Periodic Programme Revalidation.
- 4.2. Completion of Education Action Plans will be monitored by the University Quality Team (UQT) and issues will be escalated first to the Head of School, the Faculty Dean, and then to the Associate PVC (Quality), and finally to the Pro-Vice Chancellor (Education).

5. Faculty-level consideration of the School Education Action Plan (EAP)

- 5.1. Faculty-level consideration is undertaken annually by the Faculty Teaching and Learning Committee or equivalent **and** EAPs must be considered annually by the relevant faculty board and contribute to the Integrated Planning Process.
- 5.2. The Faculty may additionally make recommendations for action, if required. Any actions arising from the Faculty consideration should be recorded on the EAP.