Process for Education Action Planning

1. Scope

1.1. This Process document provides operational guidance and should be read in conjunction with the Policy for Education Action Planning and the Guidance for conducting Annual Programme Review.

1.2. The Education Action Plan (EAP) is a live and iterative record of actions arising from the review of annual programme monitoring activities including for taught programmes; responses to External Examiners, student survey feedback, SSLCs, unit evaluations, and exam boards. The EAP should also capture any programme and unit changes that are proposed/approved in-year, for taught programmes and the taught component of PGR programmes. For PGR programmes the EAP is an iterative record of actions arising from feedback from supervisors and student, analysis of the student data dashboard, feedback from partners, review of annual processes.

1.3. Education Action Plans will include actions arising from University Quality Team (UQTs) review and Periodic Programme Review.

1.4. All actions recorded in the EAP should be actions for the school. This includes actions which the school believe should be taken forward by other areas of the University (e.g. the School Education Director will raise the issue of increased pressure on lecture theatres with Timetabling).

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 (April) 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. Actions must indicate the primary source, for example External Examiners comments; secondary sources of the action can also be identified if applicable.

2.4. 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.

2.5. Periodic reviews of education (School Review, Periodic Programme Review (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.

2.6. Further guidance on using and managing the EAP is available on the AQPO website.
3. Schools internal review of their education provision

3.1. Schools should carry out a two-stage annual review of their taught programmes and postgraduate research programmes including any programmes that are part of a Doctoral Training Entity (DTE). The outcomes from these annual reviews must be captured in the EAP. 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. Stage one reviews for taught programmes will normally take place in late June or July, directly following exam boards. This allows schools to discuss any immediate changes to programmes and submit these for approval. For taught postgraduate programmes the Stage one review will only cover the taught component of the programme.

3.3. Stage one review for research programmes including DTEs should take place at the most appropriate time of the year for the programme. The stage one review will only cover the taught component of the programme. PGR programmes with no formal taught element, or a DTE where the taught component is delivered wholly by a partner institution are not required to conduct a stage one review.

3.4. The second stage of the review for undergraduate (UG) and taught postgraduate (PGT) provision will necessarily take place at different times. Undergraduate by end of September, taught postgraduate by end of February the following year. The postgraduate research stage review, which will be the second stage review for programmes with a formal taught component, must take place before the end of February. Research programmes may combine the stage one review of the taught element with the postgraduate research stage review if this is deemed to be appropriate.

3.5. Each School must agree three priority areas which will be added to the relevant Education Action Plan in time for any UQT review.

3.6. Detailed guidance on undertaking the school’s internal review, including a list of inputs that must be considered at stage one, stage two and postgraduate research is provided in Guidance for annual review of programmes.

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.