Guidance for Writing the Education Action Plan

The Education Action Plan (EAP) underpins the University Quality Framework and provides evidence that the school is carrying out and responding appropriately to the outcomes of ongoing, annual, and periodic quality assurance processes. The EAP is an iterative and collaborative document that should be regularly discussed within the school and with student representatives. It should include realistic, strategic, and measurable short, mid and long-term actions.

Priority Areas

• The EAP should include three educational priority-areas which should link to the University and/or Faculty Education and Student Experience Strategy.
• Each priority area should have linked actions and, for longer-term issues, relevant milestones.
• Longer-term priority areas may transfer from one academic year to the next.

Writing Actions

• Actions should either link to the priority areas or be in response to major issues raised by Externals examiners, student feedback etc. but should not normally include details of “business as usual” incremental improvements.
• Actions should be SMART and should include assignation of appropriate individuals with responsibilities to complete actions, set firm deadlines and regular reviews of progress towards completion of actions. Measures to demonstrate any impact of the actions should be identified.
• Actions should be written with enough detail to be helpful for external understanding. The UQT and PPR panel will be using the information in the EAP to inform their reviews.
• Aspirational actions may have a longer deadline and transfer from one academic year to the next, but in-year milestones should be set out to track progress/achievement and provide a focus for efforts.
• Where there are several actions that are closely linked, consider grouping these together into one overarching action with checkpoints that will assist in demonstrating progress on completion of actions.

Progress Monitoring

• Regular consultation and communication with staff and students about EAP priorities and actions will help to ensure that the document is iterative and collaborative.
• Progress on actions within the EAP should be routinely discussed at SSLCs, and it is recommended that this is a standing item on the agenda.
• The EAP should be kept regularly updated e.g. with target dates for completion and progress made against actions. This will help to ensure that progress with actions is evident to an external audience e.g. University Quality Team.
• Incomplete actions from the previous year should be referenced in the current EAP and either completed, or a reason provided for their non-continuation or non-completion.

Successes

• The EAP should showcase best practice in the successes section.

Recording Meeting Dates

• The dates of annual stage-one, stage-two and research review meetings should be added to the EAP.
• Dates of the SSLC meetings should be added to the EAP to indicate when the SSLC considered the EAP.