

Education Action Planning Policy



Summary			
The Policy sets out the parameters for Education Action Planning, which is an integral part of the University's quality assurance framework			
Scope - This document applies to:			
SEDs, SAMs, Faculty APVC Education and Students, Faculty Academic Directors			
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Superseded documents			
Related documents	Education Action Planning Academic Quality and Policy Office University of Bristol		
	Annual Review of Programmes Academic Quality and Policy Office University of Bristol		
Keywords	Annual review, APR, EAP, Education action plans		

Policy for Education Action Planning

Overall Purpose

1. The process of annual monitoring and action planning provides a holistic review and record of school education activities that support and enable alignment with faculty and University planning.
2. The outputs of the process of annual review and monitoring are the Education Action Plans, which provide an effective means of drawing together outcomes from all monitoring activity.
3. As a key component of the [University's Quality Assurance Framework](#), the Education Action Plan process enables the University to meet its obligations, including supporting its quality assurance statement regarding the continuous improvement of the student academic experience and the reliability of degree standards, which the Board of Trustees annually submits to the OfS.

Principles

4. Each school¹ has two Education Action Plans (EAP), one which covers all taught programmes and one for research programmes. These follow a university template that record all actions from the different components of the Quality Framework and the school's internal review of its educational provision. Actions within the EAP may relate to the school, a constituent department or a programme. The EAP is live, iterative and is used to track actions and monitor progress.
5. Where PGR provision is managed at faculty level, one faculty-wide PGR Education Action Plan may replace the requirement for individual school PGR Education Action Plans within that faculty.
6. Management of the EAP is the responsibility of the School Education Director or PGR Director of Studies, although its administration may be the responsibility of the Student Administration Manager or designate. The plans will be updated by the school throughout the year as necessary and will include reference to Education Strategy priorities and themes.
7. A Doctoral Training Entity may use a separate EAP if it is not appropriate to group actions within one school's PGR Education Action Plan. In these cases, the EAP would be the responsibility of the Centre Director. Reporting as defined in 17 and 18 would remain the same.

Completing a EAP

8. A first iteration of the EAP should be established by the deadline set at the start of each academic year.
9. The EAP for taught programmes should include actions arising from the annual review of programmes and other monitoring activities, including;
 - responses to External Examiners
 - student survey feedback
 - Student Academic Representation Forums (SARFs)
 - unit evaluations
 - exam boards
 - details of major curriculum reviews or new programme developments.
10. The EAP for PGR programmes is an iterative record of actions arising from the following;
 - feedback from supervisors and students
 - PRES outcomes
 - analysis of the student data dashboard
 - feedback from partners
 - review of annual processes.

¹ The use of the word School in this document also relates to Centres, DTEs or faculty for PGRs

11. Education Action Plans must include actions arising from the University Quality Team (UQT) review and where relevant, from PSRB accreditation reviews.
12. Three priority areas must be identified by each school every year for both the taught programmes EAP, and the postgraduate research EAPs.
13. The EAP must set out how each priority area relates to either the University Education Strategy, or the impact on the student experience.
14. The school should monitor its EAPs throughout the year and they should be shared and discussed with school staff and students at appropriate points, for example at Student Academic Representation Forums (SARFs), particularly to clarify whether suggested actions address the feedback received and the prioritisation of those actions.

Reporting

15. EAPs are monitored by the Faculty Undergraduate/Graduate Studies Committee **and** considered annually by the relevant faculty board and contribute to the relevant School planning processes.
16. The relevant Faculty committee will discuss the taught and research EAPs and share common concerns and good practice.
17. 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, followed by the Faculty Associate PVC (Education and Students), then to the Associate PVC (Education Quality and Standards), and finally to the Pro-Vice Chancellor (Education and Students).
18. The UQT will annually analyse all Education Action Plans, including the progress made on actions and in relation to university priorities. Evaluation of all the EAPs by UQT will form one of the sources of evidence that contributes to the quality assurance statement presented to the Board of Trustees each year.
19. The EAP forms the basis of the University Quality Team review, which normally takes place on a bi-annual basis. The EAP of those areas that are not scheduled for a UQT review in any one year are also considered by the University Quality Team, and any feedback provided direct to the relevant lead.