Education Action Planning Policy

University of BRISTOL

Summary
Provide a brief summary of the document - To define the Policy for Education Action Planning, integral part of the UoB QA Framework -

Scope - This document applies to:
SEDs, FEDs, FEMs, UEDs

For applicants entering in:	n/a	Applies to academic year:	2018/19 onwards

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Division	Education Services		
Lead contact	Sophie Billings		
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Keywords	Annual review, APR, EAP, Education action plans		

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 school[1] 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, for example through a graduate school model, 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 10 and 11 would remain the same.

8. 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 SSLC, particularly to clarify whether suggested actions address the feedback received and the prioritisation of those actions.

9. Three priority areas must be identified by each school every year for both the taught programmes EAP, and the postgraduate research EAPs.

10. The EAP must show how each priority area relates to either the University Education Strategy, or the impact on the student experience.

Reporting

11. EAPs must be considered annually by the relevant faculty board and contribute to the Integrated Planning Process.

12. The Faculty Undergraduate/Graduate Studies Committee will discuss the taught and research EAPs and share common concerns and good practice.

13. 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).

14. 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.

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