

**The Annual Evaluation Process**

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**Section 1: Introduction, aims and key principles**

**Introduction**

1. The preparation and subsequent discussion of Annual Evaluation (AE) Reports enables course teams, Schools, Colleges and the University to evaluate effectiveness, identify good practice, strengthen accountability and take action on the basis of informed review and analysis.
2. In this respect the process supports the ongoing quality enhancement of course provision and the student experience, and meets the overarching expectations of the UK Quality Code for HE to:
	* ensure that programmes remain current and valid in light of developing knowledge in the discipline, and practice in its application
	* evaluate the extent to which the intended learning outcomes are being attained by students, as evidenced through retention, achievement, progression and employment statistics
	* evaluate the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes
	* ensure that recommendations for appropriate actions are followed up to remedy any identified shortcomings and the impact of changes and/or enhancement initiatives are assessed
	* take deliberate steps to bring about continuous improvement in the learning experience of students.
3. More generally, AE Reports provide the University with the evidence it requires to enable it to discharge its responsibility for the standard of each award made in its name, and to be assured that the quality of education provided for students is at least satisfactory or better. The process identifies issues requiring attention and a mechanism for ensuring that they are addressed, and highlights examples of good practice for wider dissemination. In also asking course teams and Schools to establish a ‘live’ Enhancement Plan, the process contributes to continuous improvement of the quality of provision across the University.

**Aims**

1. The process aims to:
	* ensure genuine critical reflection and evaluation on all aspects of the delivery of the curriculum and support for student learning
	* secure continued systematic improvement in the overall quality of provision and the student experience
	* develop live Enhancement Plans which can be effectively implemented and progress mapped throughout the academic year.

**Key Principles**

1. The process therefore is based on the following key principles:
	* self-critical reflective consideration of evidence
	* accountability at all levels throughout the University
	* evaluation for forward action planning
	* dissemination of good practice.
2. As an integral part of the system, it is expected that good practice is shared amongst staff, and that feedback is given to staff, students, and external examiners on issues raised in reports at all stages in the system. For instance, it is expected that staff communicate with students via Course Management Committees, notice boards and the VLE. In addition, the minutes of Course Management Committees are made available for students, and a copy of the Course AE Report is sent to the external examiner, once it has been agreed and signed off.
3. The process is designed to complement Periodic Review. This occurs in two key ways: Review Panels will consider the effectiveness of Departments and Schools in managing and developing the quality of the student learning experience, maintaining academic standards and developing the curriculum of the associated courses. In addition, outcomes from Periodic Review inform the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan and Course AE Report Enhancement Plans as appropriate.

**Collaborative Provision**

1. AE Reports are produced for every course (or accredited module) that results in a UW award, including those offered by partner institutions to their students. However, by negotiation[[1]](#footnote-1) partners are able to submit reports to the format normally used by that institution provided that required elements of the AE process are present. (This will normally be the Enhancement Plan, Link Tutor reports and the response to the external examiner report(s)). In such cases, additional information pertaining to the AE process should be made available to Schools alongside submission of the annual report.[[2]](#footnote-2)
2. For provision taught at more than one site, a report should be produced for each site. An overview report will then be compiled in the same manner as a Course AE Report (using the Course AE Report template) drawing together the key themes from each individual submission. This overview report will be considered, with individual Course Reports, by the Head of Department and will, as appropriate, be referenced in the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan
3. All Course AE reports should include a list of award titles covered by the report.

**Professional, Statutory and Regulatory Bodies**

1. The Heads of Department are primarily responsible for considering and endorsing Course AE Reports relating to provision subject to external (PSRB) requirements. Where issues have been raised by a PSRB, the action being taken to address such issues must be included explicitly within the Enhancement Plan of the Course AE Report.

**Section 2: Process**

1. The process takes an evidence-based approach with outcomes clearly based on evaluation and enhancement.
2. The value of this process lies in all participants taking an honest, reflective and evaluative approach. Issues are highlighted without apportioning blame and the focus is always on how to address issues and identify action that will result in quality enhancement.
3. The following key points therefore apply:
	* AQU will identify to all Schools those courses where performance indicators suggest that the course has particularly strong outcomes and courses where the outcomes suggest concerns
	* the Course AE Report template is an aide memoire to reflection on key data sets and evidence sources in order to identify success, achievement, limitations and issues. It includes the production of a short SWOT analysis
	* the Enhancement Plan should clearly be derived from evidence sources (see below)
	* this leads to more focussed actions that are easier to address, whether these aim to rectify issues or progress opportunities – actions have an anticipated date of completion (or milestones) and demonstrable criteria for success (i.e. when it is clear that they have been achieved)
	* Heads of Department have a role in working with course leaders to ensure that the AER process is completed effectively and that the enhancement plans will address any issues or challenges identified and result in clear improvements to the student experience. Additionally, they have a role in ensuring dissemination and transfer of good practice.
4. The Enhancement Plan covers the following areas:
* issue or objective to be addressed
* actions to be taken
* key dates for achievement of actions
* key person responsible for action
* criteria for success or impact
* progress
1. Enhancement Plans are considered to be “live” documents which are kept under review and updated on a regular basis (e.g. via Course Management Committees), including for provision delivered through collaborative arrangements.
2. Course AE Reports are confirmed by Heads of Department as complete and of appropriate quality before being reviewed : through a School level process[[3]](#footnote-3) to:
* ensure that the evaluation process has been carried out appropriately
* identify any course in need of monitoring and additional support
* support quality enhancement by providing feedback to the course team and identifying good practice and any issues that need to be addressed.

**Course AE Reports**

1. Course leaders use the following evidence base as the primary source for compiling the AE Report:
	* statistical data (see Appendix 1 for full list of data normally provided)
	* Link Tutor report(s)
	* external examiner reports and response[[4]](#footnote-4)
	* student feedback including the National Student Survey and the University Course Experience Survey
	* Course Management Committee minutes or equivalent
	* Professional and Statutory Regulatory Body Reports
	* internal/external review reports (e.g. Periodic Review)
	* employer/stakeholder feedback
	* analysis of the response rate for module evaluations and UWSS
	* engagement with University and/or School quality enhancement initiatives or projects
2. Academic Quality Unit (AQU) will issue, annually, a course database of current provision. The School Quality Administrator will be responsible for ensuring that reports for all awards within the School, including in relation to each partner, have been received. Schools will determine, through consultation with AQU as necessary, whether Course AE Reports can appropriately cover multiple awards.
3. Course AE Reports should therefore be produced for :
	* each course or group of related courses leading to a UW award
	* every course or accredited module, or group of modules, run by a partner institution.
4. Reports are normally drafted by the course leader (or equivalent) but are the outcome of discussions with the course team and student representatives through course management committees or other appropriate meetings.
5. Course AE Reports will comprise the following:
	* Action Plan from the previous year, with report on progress and commentary as appropriate
	* Enhancement Plan for current year
	* commentary on the evidence informing the Enhancement Plan including a short SWOT analysis
6. The following are also appended:
	* Data summary report (tbc once being produced centrally)
	* Course management committee minutes
	* external examiner reports including response
	* PSRB report(s) as applicable
	* Link Tutor report (in cases of collaborative provision)
	* partner Overview Report (see paragraph 9).
7. Approved Course AE Reports are shared with students via Blackboard and forwarded to external examiners.

**School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2018/19 (Annex 3)**

1. The Head of School and School Senior Leadership Team (including the College Director) should take responsibility for the formulation and agreement of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan
2. Schools use the following evidence base as the primary source for compiling the Learning, Teaching and Quality Enhancement Evaluation and Development Plan:
	* School-level statistical data (see Appendix 1)
	* School-level student feedback, including CES and NSS outcomes
	* Course AE Reports (including external examiner reports and responses) and Link Tutor reports
	* Outputs and impacts of development initiatives and participation in cross-university or other development projects
3. The focus for School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is on the performance of the School in terms of comparisons with previous years and with the University as a whole, and other relevant external data. It is not expected that reference to each and every Course AE Report is made in the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan, although attention should be drawn to excellent performance or courses where there may be challenges or issues. The emphasis for the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is on managing risk, and planning for continuous improvement.
4. For each of the headings below, the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan will have a short statement of evaluation together with any planned developments as appropriate. Specific actions should be identified, indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact. It is not necessary to identify actions in relation to every heading in section, and it is assumed that course level actions are identified in the course AERs. The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan is the opportunity to identify potential developments and enhancements at School level.
5. The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan therefore comprises consideration of the following:
* Course portfolio development and review
* All proposed course developments and re-approvals indicating intended start date for course
* Courses identified as in need of additional support
* All courses identified as in need of additional support, the reasons for this and the nature of the additional support and monitoring to be put in place
* Student recruitment and widening access
* Student retention and continuation
* Student attainment (completion and degree class)
* Progression to employment/further study and highly skilled employment
* NSS outcomes and response/action to be taken at School level
* CES and PTES outcomes and response/action to be taken at School level
* Collaborative provision: commentary on the overall management, oversight, planning and academic health of the partnerships and collaborative programmes overseen by the School, together with any actions for development etc.
* External (inc PSRB) accreditation and review and any forthcoming reviews or similar or planned new accreditations from PSRBs, and/or any actions necessary
* Student engagement
* Employer engagement and management of work-based learning
* Operation of personal academic tutoring system
* Staff development activities
* Peer supported review of teaching
* Learning and teaching development activities
* Development of technology enhanced learning
* Spend of learning and teaching funding
* Staff with HE teaching qualifications and Fellowship of HEA
* Learning and Teaching related external publications and outputs, including a list of all learning and teaching in HE related publications and/or conference presentations by members of the School, and consider any actions for developing the external profile of the School in this way
* Matters to be referred beyond the School
* Any matters that should be addressed by the University as matters of policy, process or development. (Note issues that are for specific support departments and relate only to the School, should be raised directly with the department concerned)
* A completed spreadsheet (template to be supplied by AQU in July 2018) giving details of course names, reports received and process completed. Any courses closed, planned for closure or temporarily suspended where agreed by the Academic Planning and Portfolio Group (APPG) should also be listed. The spreadsheet should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan.

1. As deemed appropriate, the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan may also include key information required in relation to key priorities of University strategy (e.g. to gather evidence on external engagement, student success, etc.).

**Indicative Schedule**

1. Schools are advised to utilise (adapting as appropriate) the following indicative schedule for the process:

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| --- | --- |
| Early September 2018 | \* Link Tutor report submitted to UW Course Leader for inclusion with Annual Evaluation Report |
| October 2018 | Course Annual Evaluation Reports reviewed and signed off by Heads of Department |
| Early-to-Mid November 2018 | Scrutiny of Course Annual Evaluation Reports (School level arrangements) |
| 19 November 2018 | School Learning, Teaching and Quality Enhancement Evaluation and Development Plan completed and sent to College Director LTQE |
| 05 & 06 December 2018 | The School Learning, Teaching and Quality Enhancement Evaluation and Development Plan considered by College LTQE Committee  |
| 09 January 2019 | ASQEC Considers AER process |

*\* The Link Tutor report should also be sent to the HE Manager (where appropriate, the Course Leader (or equivalent)) at the partner organisation, the Head of Collaborative Programmes and the Head of School.*

**Section 3: Roles and responsibilities**

**Academic Standards and Quality Enhancement Committee**

1. The Academic Standards and Quality Enhancement Committee (ASQEC) retains responsibility for reporting annually to Academic Board on academic standards and the academic health of the University’s portfolio of taught programmes and the quality of the student learning experience (see ASQEC Terms of Reference). This includes monitoring of progress in relation to University level enhancement and development projects related to educational and student experience matters.
2. ASQEC maintains oversight of academic standards and quality through consideration of regular reports pertaining to
* Statistical indicators for retention, progression, and achievement
* First destinations and employment outcomes
* External examiner and PSRB reports
* Course approval and periodic review reports
* Results of student surveys, including NSS
1. The Head of Academic Quality will present to ASQEC a report, evaluating the effectiveness of the process and any common themes.
2. Additionally, ASQEC is responsible for considering matters referred from Schools for University level action. .

**Schools**

1. Heads of School is association with members of School management teams, are responsible for the production of the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan
2. Heads of Department in liaison with the School Quality Co-ordinator are responsible for ensuring the effectiveness of the process at course level, including the quality of enhancement planning, and for maintaining an overview of quality and standards across provision (including collaborative programmes). In addition they are responsible for supporting the continuous improvement of quality and standards through quality enhancement activity, for managing risk and for ensuring that actions and recommendations from internal or external review activity at course and departmental level are addressed.
3. Schools must have a process for the independent review of all course AERs to ensure that they are complete (i.e. all issues have been addressed and all evidence is available), evaluative and contain a clear Enhancement Plan with SMART actions. A Scrutineer’s Report is provided to support this process. It is recommended that Schools provide opportunities for scrutineers and course leaders to discuss AE Reports and Enhancement Plans in development contexts.
4. Therefore, in relation to the Course AE process, the School SMT should:
	* ensure:
		+ that a complete and appropriate set of reports (including Link Tutor reports) for all applicable provision within each School has been completed
		+ that all reports provide a full and appropriate response to external examiner(s)
	* discuss:
		+ the academic health of courses, including the academic health of courses delivered by partner organisations, as evidenced by key performance indicators, metrics and any other relevant external reports
		+ generic issues arising from the AE process (these might be matters of process/procedure or issues about courses/student experience – including recruitment, retention, achievement, etc.)
	* determine:
		+ those courses that may require specific monitoring or additional support in the current reporting year and the action to be taken to manage any risk or enable any identified opportunities
		+ matters for the School (or Department) to address in relation to quality and/or standards issues
	* refer any matters that require University level review or development and/or response as appropriate
	* review progress on actions from previous year
	* agree any actions/priorities to enhance the quality of courses and the student experience over the next academic year.

**College LTQE Sub Committee**

1. In keeping with an approach that supports a lighter touch for lower risk courses, good practice would suggest that course enhancement plans are continually reviewed and updated through Course Management Committees. Courses identified as higher risk and/or requiring additional support and/or where there are particular challenges in achieving improved outcomes may be more formally monitored by College LTQE Sub Committee.
2. The role of the College LTQE is to oversee the annual evaluation process and report to ASQEC on the AER process and outcomes. This will be done by ensuring that each School has robustly carried out the process and that the School has an appropriate evaluation and development plan in place, based on the evidence provided in the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan.
3. Therefore, in relation to Annual Evaluation process, the College LTQE Sub Committees should:

Monitor courses identified as in need of additional support – these are initially identified by the School in their enhancement plan, but can also be identified by the College LTQE when considering the outlier data and other metrics/KPI data.

Consider the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan including progress update on last year and spreadsheet showing receipt of course AERs and Link Tutor reports etc..

Review key metric and KPI data (currently this would be TEF data, AER course and School data and outlier data)

Receive verbal reports from the School Quality Co-ordinator on the School scrutiny process

Link Tutor

1. The Link Tutor has a dual role: providing assistance and support to staff in the partner institution, and providing assurance to UW that the partnership is operating appropriately. During the year the Link Tutor might make a number of visits to a partner organisation, in accordance with the guidance on the [role of the Link Tutor](http://www.worc.ac.uk/partners/657.htm). They are requested to produce a short annual report (normally no longer than two pages) on these visits. These reports are an important feature of the Course AE Report and should be a part of the evidence base for the Enhancement Plan. A template for the Link Tutor report can be accessed via the AQU website. **Section 4: Guidance notes on completing the process**

**Appendix 1**

**Standard Evidence Base**

1 Normally, the following statistical data is provided by the Data Management Unit for the purposes of the AE process:

* applications and admissions
* student characteristics
* graduate destinations data
* retention and completion data
* progression and achievement data.

2 This data is provided initially at School level to enable comparison with other awards as well as identification of trends over a number of years. *It will be available in mid-August (following the examination board process)*.

3 In order to benchmark provision, report authors are also encouraged to make use of the [Unistats](http://unistats.direct.gov.uk/) website.

4 In addition, authors of Course AE reports are expected to draw upon evidence from the following in arriving at their Enhancement Plan:

* external examiner reports[[5]](#footnote-5)
* internal review reports and responses
* NSS and other survey outcomes (where applicable)
* Course Management Committee and/or Staff/Student Liaison Committee minutes
* student module feedback and evaluation
* Link Tutor reports (in the case of collaborative provision)
* external review reports (e.g. PSRB)
	+ module results summaries, analysis of response rate for module evaluations and UW CES
	+ employer (and other stakeholder) feedback

5 Courses must also consider national subject developments (e.g. the publication of an updated subject benchmark statement) and University and School development priorities.

**Appendix 2**

**Guide to writing the Course AE Report**

1. The following points provide a step-by-step guide through the process of gathering and evaluating evidence to inform the Enhancement Plan. The nature of the questions to be asked of the evidence will be course specific as well as more general questions as indicated below. Therefore, this guidance aims to be neither exhaustive nor prescriptive.
2. Gather information to create evidence base. The following will be available within this folder: [O:\All Staff Documents\AQU\ANNUAL EVALUATION INFORMATION](file:///%5C%5CStaff.worc.ac.uk%5Cshared%5CAll%20Staff%20Documents%5CAQU%5CANNUAL%20EVALUATION%20INFORMATION).
* statistical data (*this will normally be available in mid-August).*
* external examiner report(s)
* periodic review reports and responses
* CES and other survey outcomes
* NSS outcomes
* module results summaries (as published on the O drive and/or available from exam boards)
1. Other information will be available within your School. If you are unsure how to access these items, your School Quality Administrator will be able to guide you. This includes:
* Course Management Committee and/or Staff/Student Liaison Committee minutes
* student module evaluation
* external review reports (e.g. PSRB monitoring reports)

1. You should also collect any other relevant information, which might include:
* Link Tutor reports (in the case of collaborative provision; provided by the UW Link Tutor[[6]](#footnote-6))
* employer (and/or other stakeholder) feedback
* national subject developments e.g. updated subject benchmarks

**Following the collation of evidence:**

1. Explore the statistical data – guidance on interpreting the data will be made available to coincide with publication in mid-August but would typically include changes from last year including reflection specifically on trend data and comparison with competitor institutions based on Unistats.
2. Review external examiner reports, highlighting key issues and good practice. The report asks you to make a summary response to the external examiner(s). In addition, where issues are raised, these should be entered into the Enhancement Plan. Please bear in mind that upon completion of the AE Report and once it has been agreed and signed off through the scrutiny process, the full report is sent to the external examiner. Currently some Schools manage this centrally while others require Course Leaders to send a copy to the EE. Please check with your School Quality Administrator if you are unsure.
3. Note progress made in response to any internal and/or external review reports – are there any changes to the current plans? ***If external (PSRB) reports require action, these MUST form part of the Enhancement Plan.***
4. Review Course Management Committee and/or Staff/Student Liaison Committee minutes – are there common themes relating to student expectation/satisfaction – should any action be taken? Does this relate also to NSS and/or UWSS outcomes, student module feedback, module results, external examiner’s report, etc.?
5. Do Link Tutor reports raise any issues that require action – either in the form of potential developments or the mitigation of risk?
6. Do module results or exam board minutes raise any issues regarding assessment? Does an exploration of these minutes relate to matters arising elsewhere (e.g. external examiner’s report, Course Management Committee minutes/NSS/module feedback)? If there are common themes, what action might be taken to rectify issues or to enhance current practice?
7. Is there other information, arising from stakeholder groups, sector-wide subject development, etc., which might necessitate action?
8. Complete the Course AE Report template, ensuring that all actions noted can be clearly related to the evidence base, have realistic milestones/completion dates, and clearly identify the individual with lead responsibility. Completion dates do not have to be within an academic year, although for longer term plans it is expected that at least annual milestones are put in place in order to track progress.
9. Use the SWOT analysis to identify key strengths, weaknesses, any identifiable opportunities to strengthen the course further, or any threats that may impact on its future viability or quality. Key actions identified through the analysis should normally feed through to the enhancement plan.
10. With regard to progress against previous plans, where actions are not completed it may be appropriate to report progress to date (or reasons for delay), and either amend milestones/completion or amend the action itself in the light of new evidence. In such cases, the changes made should be apparent in order to provide oversight of progress. Avoid use of the term ‘ongoing’.
11. Submit the completed Course AE Report to your Head of Department for review and once confirmed by the Head of Department, submit to the School Quality Administrator. School Quality Co-ordinators will clarify the expected submission date prior to the start of each academic year.

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**Appendix 3**



**School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2018/19**

For each of the headings below, please provide a short statement of evaluation together with any planned developments as appropriate. Specific actions should be identified in part two of the document indicating who is responsible, the key dates/milestones for achievement and the intended success criteria/impact.

The Head of School and School Senior Leadership Team should take responsibility for the formulation and agreement of the evaluation and plan. Please note it is not necessary to identify actions in relation to every heading, and it is assumed that course level actions are identified in the course AERs; this is the opportunity to identify potential developments and enhancements at School level.

**School of**

|  |
| --- |
| 1. Course portfolio development and review

*Please list all proposed course developments and re-approvals indicating intended start date for course* |
| 1. Courses identified as in need of additional support

*Please list all courses identified as in need of additional support, the reasons for this and the nature of the additional support and monitoring to be put in place* |
| 1. Student recruitment and widening access
 |
| 1. Student retention and continuation
 |
| 1. Student attainment (completion and degree class)
 |
| 1. Progression to employment/further study and highly skilled employment
 |
| 1. NSS outcomes and response/action to be taken at School level
 |
| 1. CES and PTES outcomes and response/action to be taken at School level
 |
| 1. Collaborative provision

*Please provide a commentary on the overall management, oversight, planning and academic health of the partnerships and collaborative programmes overseen by the School, together with any actions for development etc.* |
| 1. External (inc PSRB) accreditation and review

*Please list any forthcoming reviews or similar, or planned new accreditations from PSRBs, and/or any actions necessary* |
| 1. Student engagement
 |
| 1. Employer engagement and management of work-based learning
 |
| 1. Operation of personal academic tutoring system
 |
| 1. Staff development activities
 |
| 1. Peer supported review of teaching

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| 1. Learning and teaching development activities
 |
| 1. Development of technology enhanced learning
 |
| 1. Spend of learning and teaching funding
 |
| 1. Staff with HE teaching qualifications and Fellowship of HEA
 |
| 1. Learning and teaching related external publications and outputs

*Please append a list of all learning and teaching in HE related publications and/or conference presentations by members of the School, and consider any actions for developing the external profile of the School in this way* |
| 1. Matters to be referred beyond the School

*Please list any matters which you consider should be addressed by the University as matters of policy, process or development. (Note issues that are for specific support departments and relate only to the School, should be raised directly with the department concerned)* |

**Lead author**

**Date completed**

This Evaluation and Development Plan, together with the Action Plan template, needs to be completed by 19th November 2018 at latest to be presented to the College Learning, Teaching and Quality Enhancement Committee provisionally scheduled for 5th and 6th December 2018.

**School of**

**Learning, Teaching and Quality Enhancement Action Plan for 2018/19**

*Please identify key priorities for action at School level to be instigated over the forthcoming academic year. The plan should identify shared strategic and/or key operational priorities, drawing on the evaluation undertaken as part of the quality evaluation process, assessment of key metrics and other evidence and institutional development priorities.*

|  |
| --- |
| **School development priorities**  |
| **Issue or objective to be addressed** | **Action/s to be taken** | **Dates for achievement of action/s** | **Person responsible**  | **Criteria for success/impact** | **Progress** |
| Indicate the issue you are intending to address (eg improve retention on PG courses, enhance student engagement with personal academic tutoring) and/or University or School strategic objective (eg increase the proportion of courses/modules using e-submission) | Set out the key action/s that will be taken at School level  | Give indicative dates for achievement of actions/milestones | Identify who will be responsible for leading/managing/monitoring the actions | Specify how the success or impact of the actions will be measured | Progress updates should be reviewed by relevant College Committee in Semester 2 and at the start of the following academic year, so that progress can feed into the next planning cycle |
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***\*Please also append last year’s action plan with a progress update.***

1. Such negotiation normally entails the submission of a report or report template to AQU prior to use within the process. AQU will then liaise with partner organisations with regard to any additional requirements. [↑](#footnote-ref-1)
2. This policy also applies in cases where action plans are required by external bodies, normally Ofsted. [↑](#footnote-ref-2)
3. For 2018/19 this process to be agreed between College Directors and School Leadership Teams and the School Quality Co-ordinator [↑](#footnote-ref-3)
4. If an external examiner’s report has not been received, a course AER should still be produced. Any additional Actions required as a result of the external examiner’s report should be included in the Enhancement Plan upon its receipt. [↑](#footnote-ref-4)
5. If an external examiner’s report has not been received, a course AER should still be produced. Any additional Actions required as a result of the external examiner’s report should be included in the Enhancement Plan upon its receipt. [↑](#footnote-ref-5)
6. Details of the role of the Link Tutor with regard to the AE Process can be found in paragraph 42 of the AE Process document. A Link Tutor report template is available on the AQU Annual Evaluation webpages. [↑](#footnote-ref-6)