

**School Learning, Teaching and Quality Enhancement Evaluation and Development Plan for 2020/21**

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 overall report should be no longer than 15-20 pages.

The Head of School and School Senior Management Team (including College Director LTQE) 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.

Courses in need of additional support should have action plans appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan.

Academic Quality Unit (AQU) will issue a spreadsheet of approved School provision by Friday 08 May 2020. The spreadsheet will be saved on the O Drive and a link to the information will be sent to the School Quality Administrators and Coordinators, for dissemination to key School staff. The spreadsheet should be used as a reference for which courses are expected to complete the Annual Evaluation process. 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. Quality Administrators will complete the spreadsheet, recording when reports have been received and the process is completed. The completed spreadsheet should be appended to the School Learning, Teaching and Quality Enhancement Evaluation and Development Plan

**School of**

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| 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 |
| 1. Learning and teaching development activities |
| 1. Development of Digital Learning and Teaching and Digital Capabilities |
| 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. Research Degree Programmes   *Please provide brief commentary on research degree programmes* |
| 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 and the Quality Administrators tracking spreadsheet, needs to be completed by **25th November 2020** at latest to be presented to the College Learning, Teaching and Quality Enhancement Committee provisionally scheduled for **16th December 2020.**

**School of**

**Learning, Teaching and Quality Enhancement Action Plan for 2020/21**

*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.*

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| **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 and the spreadsheet from your Quality Administrators, recording when reports have been received and the process is completed for each course.***